EDUCATIONAL RESEARCH INSTITUTE OF BRITISH COLUMBIA

Report No. 82:23

ASSESSMENT OF THE NEED FOR CO-ED CLOTHING AND TEXTILE COURSES IN BRITISH COLUMBIA

Maureen Picone

REPORTS

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by

Maureen Picone

June, 1982

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M. Picone

CHAPTER I

Introduction

Rationale

The aim of home economics is to equip people with the basic skills essential for independent and family living. The changing roles of the male as related to personal, home and family life have increased the need for boys as well as girls to have formal educational experiences in home and family living. Young men are becoming more aware of their need for preparation so that they can better assume their present and future roles within their families. For this reason home economics education must be set free from the present sex-role stereotyping. Home economics courses must be taught on the same co-educational basis as other courses in education which provide meaningful learning experiences for students of both sexes. If home economics goes along with the increasing social trend towards definition of a "human role" as distinguished from a "sex role" it becomes more likely that an increasing number of young men will enrol in home economics courses, and thus acquire the confidence, manipulative and social skills needed for independent and family living.

In theory there are no barriers preventing boys from studying home economics (see Ministry of Education circular, Appendix A) but the challenge of encouraging boys to take advantage of the opportunities provided still remains.

One area of home economics of which boys seem to be taking the least advantage is clothing and textiles. While male enrolment in foods and nutrition courses is substantial and in family studies courses is ever increasing, male enrolment in clothing and textiles courses is negligible.

Background

Concern about the lack of male enrolment in clothing and textiles prompted a self-initiated investigation in the fall of 1980, comprised of interviews with five home economics teachers from different areas of the province (Appendix B). An attempt was made to ascertain if teachers perceived a need for co-ed clothing and textiles courses beyond grade 8 and, if so, to identify bases on which to build a co-ed curriculum.

As an executive member of the Teachers of Home Economics Specialist Association (hereafter cited as THESA) I have learned that the fact boys are not enroling in clothing and textiles courses after grade 8 is a concern shared by many colleagues. The information gathered through discussions, teacher interviews (Appendix B) and a self-initiated experiment in co-ed clothing and textiles with grade 9 - 12 students (Appendix C) has become the ground work for this project.

It was found that although an increasing number of schools throughout the province are teaching life skills to grade 8 boys and girls in integrated Industrial Education/Home Economics classes, the

enrolment of boys in clothing and textiles courses after grade 8 is extremely low. This situation requires research which addresses reasons for the low enrolment and potential strategies for developing programs and procedures which will increase future enrolment.

Statement of the Problem

Given that schools strive to facilitate the development of all students to their fullest potentials and given that no student can be denied, on the basis of sex, entrance into a course, why then do we not see the offering of courses in clothing and textiles designed especially to help boys as well as girls in developing these skills and realizing their potentials?

Purpose

The intent of this study is to discover what home economics teachers throughout British Columbia believe and recommend about co-educational clothing and textiles courses.

Home economics entails many areas of study, only one of which is clothing and textiles. Consequently, not all home economics teachers teach clothing and textiles courses. In fact, many may never have taught a clothing and textiles course. It is, therefore, important to determine if there is a significant difference in the beliefs and recommendations regarding co-educational clothing and textiles between those home economics teachers who do teach clothing and textiles

courses and those who do not. If there is a significant difference, it must be considered before appropriate conclusions can be drawn and recommendations made.

Based on the findings, recommendations for a co-educational clothing and textiles program will be made. The significance of this study is increased by the lack of research and related literature in the area of co-ed clothing and textiles.

Through survey research, the aim of this project is to address the following questions:

Part I. Do home economics teachers believe co-ed clothing and textiles courses should be taught? What are the reasons upon which they base their opinions?

Part II. What do home economics teachers believe would increase male enrolment in clothing and textiles courses?

Part III. What do home economics teachers recommend for content in co-ed clothing and textiles courses?

Part IV. What resources do home economics teachers believe are required in order to instruct co-ed clothing and textiles?

Part V. Is there a significant difference in the beliefs and recommendations regarding co-educational clothing and textiles between those home economics teachers who teach clothing and textiles courses and those who do not?

1. Is there a significant difference in their opinions about the reasons for teaching co-ed courses in clothing and

textiles between home economics teachers who are presently teaching clothing and textiles and home economics teachers who are not?

2. Is there a significant difference in their opinions about the ways in which male enrolment could be increased in courses in clothing and textiles between home economics teachers who are presently teaching clothing and textiles and home economics teachers who are not?

3. Is there a significant difference in their opinions about the appropriate content in co-ed clothing and textiles courses between home economics teachers who are presently teaching clothing and textiles and home economics teachers who are not?

4. Is there a significant difference in their opinions about what resources are required in order to instruct in courses in co-ed clothing and textiles between home economics teachers who are presently teaching clothing and textiles and home economics teachers who are not?

5. Is there a significant difference in their opinions about their willingness to teach boys in courses in clothing and textiles between home economics teachers who are presently teaching clothing and textiles and home economics teachers who are not?

Assumptions

Some of the underlying assumptions upon which this project is based are the following:

1. that clothing construction and textiles theory are just as worthwhile for boys to learn as they are for girls to learn.

2. that because many schools are offering integrated Industrial Education/Home Economics 8, textiles teachers feel a need for subsequent clothing and textiles courses designed to be of interest to both sexes.

3. that textiles teachers are willing to teach boys.

4. that textiles teachers feel the need to increase their course enrolment.

5. that it is best to teach clothing and textiles to both boys and girls together in the same class.

6. that boys and girls would work well together in the same class.

7. that boys and girls would be willing to take a co-ed course if they viewed it as interesting and relevant.

8. that the content of clothing and textiles courses might be modified in order to provide meaningful learning experiences for both sexes.

9. that textiles teachers feel the need for a comprehensive curriculum manual to guide them in teaching a co-ed course.

10. that textiles teachers feel a need for materials, equipment and resources to help them in teaching a co-ed course.

Methodology

Prior to this study, discussions and interviews with home economics teachers were conducted (Appendix B). A four-year (1977-1981) experiment in co-ed clothing and textiles with grades 9 and 10 students was conducted, followed by a questionnaire survey of these students who were then in grades 9 - 12 (Appendix C). A pilot study of home economics teachers throughout the province preceded the current study (Appendix D), along with a subsequent validation procedure of the refined instrument.

The intent of the current study is to assess the perceived need of home economics teachers throughout British Columbia for co-educational clothing and textiles courses. A questionnaire survey was chosen as the most appropriate type of research for this study due to the wide spread geographic locations of the sample population, economics, logistics and traditionally acceptable social science research.

Since it was impossible to identify all of the 876 home economics teachers in the province, a group of 550 of these teachers who belong to THESA and who could thereby be identified, was chosen as the study population. Of this population, 226 members were randomly selected (Freund, 1971, p.444) and surveyed by mail (Krejcie & Morgan, 1970, pp.608-609).

The data from the completed questionnaires were tabulated and the results are shown in Chapter IV.

CHAPTER II

Conceptual Framework

Society needs to develop to the full the talents and skills of all its people. Therefore, the educational system should be striving to enable all students to achieve the skills they need to successfully fulfil their present and future family roles. Because of the signifant changes in the roles of men and women in the family, it is important to prepare both boys and girls by providing them with formal educational experiences in personal, home and family living.

The related literature in home economics and home economics education addresses this issue of role changes. "The role of the male homemaker is on the increase due to a number of factors: the women's liberation movement, increased number of women in the working field, and increased leisure time" (Davis & Johnson, 1977, p.75). "It is necessary that a boy attain a degree of skill in food preparation, clothing construction, home care, and consumerism in order to care for his home and be a successful host. When he decides to change his role from bachelor to that of husband, he will be better equipped to assume his share of responsibility in the home since it is accepted by most young people that the wife will continue to work after marriage" (Sylvester, 1973, p.77). "It may sound trite, but if men and women are to work as equals at the operating table, the drawing board, in court and at the conference table, is it not even more logical that they should work side by side in areas involving the family?" (Montgomery,

1977, p.212). For these reasons home economics education must be set free from the present sex-role stereotyping. Home economics courses must be taught on the same co-educational basis as other courses in the school which provide meaningful learning experiences for students of both sexes. If they are not, "we are educating for family friction, for we are educating only half the family for family life" (Williamson & Lyle, 1961, p.20).

In theory there are no barriers preventing boys from studying home economics (Appendix A), but "very little has been done to encourage enrolment of the opposite sex in traditionally stereotyped programs" (Davidson, 1977, p.169). As a result there is no real equality of access to family life education experience.

Today society stresses such concepts as self-actualization and human relations training which emphasize being or becoming human rather than being female or male. If home economics education goes along with this increasing social trend toward emphasis on the "human role" versus the "sex role," it becomes more likely that an increasing number of boys will enrol in home economics courses, and thus acquire the confidence, manipulative and social skills needed for independent and family living.

According to one estimate (Forecast for Home Economics Research, January 1976), the degree of participation of boys in home economics, however small (15 percent of the total number of students aged 13 - 18 years enroled in home economics programs in the United States in 1975-76), was at an all time high and showing a positive trend.

Throughout British Columbia "the number of boys in home economics programs is 20.8 percent, according to Ministry of Education statistics" (Galt, 1978, p.3). The majority of these boys are enroled in foods and nutrition courses and there is an increasing number of males enroling in family studies courses as well. This is not only because boys are more aware of their need for preparation so that they can better assume their present and future roles within their families, but also because the relevance of the course content makes it interesting to them.

It is therefore imperative that we encourage boys to take advantage of the opportunity of gaining skills in the area of clothing and textiles by also making these courses relevant and interesting to both sexes. In today's home a boy needs to know how to make wise clothing purchases and how to dress well for his figure type, colouring and lifestyle activities. He needs to be prepared to press a shirt and a pair of trousers, hem jeans, sew on a button, wash his clothes and make his own bike pack, or car seat covers.

A review of the related literature through ERIC Searches in 1980 and 1981, along with a search of Canadian home economics journals, reveals that very little has been written on a common clothing and textiles course for boys and girls together. There is evidence (Irvince, 1976) that co-ed home economics classes were first offered in British Columbia as early as 1932-1936. However, documentation of co-ed clothing and textiles courses per se is very sparse and then

limited to individual accounts by classroom teachers of their personal teaching situations (McLeod, 1977; Galt, 1978).

Life Skills 8 is an integrated Industrial Education/Home Economics course which began in this province in 1974 and which is becoming more common since the Ministry of Education stipulated that a student may not, on the basis of sex, be excluded from any course offered in the schools (Appendix A). Even though many more boys are now being exposed to clothing and textiles at the grade 8 level, few are enroling in subsequent clothing and textiles courses. Is this because the course content is irrelevant to them? Not according to the literature. "Within the classroom, Florence feels that there are no areas of home economics which can not be of interest to boys as well as girls" (McLeod, 1977). Lawson's (1977) study indicates that educators believe the course material in home economics is relevant to boys but the approach, methods and techniques used in presenting materials need to have masculine appeal.

Irvine (1976) suggests that home economics teachers "assist pupils in selecting interesting, practical and purposeful projects relevant to the times" (p.18). Montgomery (1975), Westlake (1977), and Ellington (1977) believe it is necessary to change the course titles to something that reflects a new perspective which is not incongruent with either the masculine or feminine image. Aldous (1974) wants educators to encourage their students to think in terms of family roles based on competency, interest, and available time, rather than gender roles. Marshall (1977) holds the opinion that home economics has long

emphasized rather than de-emphasized male-female differences, when it could have been forcing focus on persons and people in their human roles that transcend mere gender identity.

Throughout the literature there is a repeated call for the elimination of sexist practices within schools in order to provide each student with a "wider range of alternatives in his or her life choices with each increment of education" (Tyler, 1970, p.474). "To meet the challenge of interesting more boys in home economics, the profession as a whole must get out from under the stereotyped image it protects" (McRobert, 1977, p.10).

When attempting to eliminate sexist practices we must be careful not to create a rigid course content in which all students are required to do the "same things." We must bear in mind that the same skills may be acquired through various activites. In other words, "equal access to experience" and "meaningful learning experiences for students of both sexes," do not necessarily imply that boys and girls should follow identical programs or use precisely the same materials. Kohlman (1975b) agrees that "there are differences in the content aspects of educational needs between boys and girls just as there are differences in appropriate methods for teaching the content" (p.274). "Instruction would cater to individual student needs, but should not result in different standards or expectations of achievement on the basis of sex" (McClelland, 1977, p.166).

Kohlmann (1975a) believes that as long as boys are helped to

achieve their goals they will continue to enrol in home economics classes. She lists characteristics of the young male student and maintains that we must address the likenesses and differences of males and females so that the educational needs of both sexes are met. However, some of the characteristics which Kohlmann lists as being different for males and females are inconsistent with other literature on sex differences in intellect and personality (see Table 1, p. 15).

A study conducted by Schaffer (1965) was the only research found which directly relates to the topic of co-ed home economics in British Columbia. Through a questionnaire survey in November, 1963, Schaffer (1965, p.11) "was attempting to discover the beliefs of British Columbia home economics teachers concerning classes for Grade 12 students." She surveyed 384 home economics teachers of the province, but only received a disappointing 35 percent response. The data she obtained indicated that "by far the greater number believed that such a class should be for girls only, and a minority indicated that the class should be for boys only" (p.11). The data also indicated "that a minority of the teachers, when faced directly with the issue, indicate that home economics classes should be for boys. When confronted with general beliefs, however, it appears that approximately one-half of them believe in home economics for boys" (p.11). "They believed, too, that the organization of a co-educational class in home economics needs to be different from that of a girls' class (82%)" (p.12). Schaffer (p.13) concludes that:

Table 1

Intellectual and Personality Sex Differences

Characteristics	Authors
Areas of no difference	
analytic abilities	Weinberg & Rabinowitz, 1970; Maccoby, 1974b
auditory abilities	Bryden, 1972; Gardner; 1973; Maccoby, 1974b
conceptual level	Cathcart, 1971; Brainerd, 1972
general intellectual abilities	Schubert & Cropley, 1972
learning:	
paired - associates	McCullers, 1967
through modeling	Zimmerman & Bell, 1972
memory	Sabo & Hagen, 1972; Moynahan, 1973
reasoning	Roberge & Paulus, 1971
social orientation	Coates et al., 1972; Clarke-Stewart, 1973; Maccoby, 1974b
susceptibility to influence	Endler & Hoy, 1967; Silverman, 1968 Maccoby, 1974b
Areas of mixed evidence	
competition	Kagan & Madsen, 1972; Maccoby, 1974b
dominance	Braginsky, 1970; Maccoby, 1974b
nurturance	Laosa & Brophy, 1972; Lewis, 1972; Maccoby, 1974b
timidity	Baumrind & Black, 1967; Walker, 1967; Maccoby, 1974b
Areas of male superiority	
aggression	Liebert & Baron, 1972; Maccoby, 1974b
quantitative skills (adolescence)	Droege, 1967; Backman, 1972; Maccoby, 1974b
Areas of female superiority	
verbal skills (adolescence)	Walberg, 1969; Backman, 1972; Maccoby, 1974b

From the way in which many of the respondents checked the questionnaire, it appeared that they did not understand the changing concept of the masculine-feminine role. There were several examples which support this conclusion. When asked to rate trends of the times, the trend concerning changing attitudes towards roles of men and women was accepted by just barely one-half of the teachers as having much influence in teaching home economics. Apparently home economics teachers who have not taught boys are somewhat apprehensive about doing so and would therefore prefer to teach girls (p.14). Some of the respondents who had taught boys, or whose boys had taken a home economics class, wrote comments on the questionnaire indicating their enthusiasm for boys in home economics classes (p.14).

After examining the literature previously cited in this chapter, it becomes apparent that there has been a dramatic change in attitude toward co-educational home economics since the Schaffer study in 1963. The prevailing attitude among home economists and home economics educators toward co-educational home economics is a very positive one. However, little evidence exists that clothing and textiles courses have become part of this co-ed trend. In light of the absence of literature directly related to co-ed clothing and textiles, the present study becomes more significant. Therefore, suggestions of characteristics

for a successful co-ed clothing and textiles course will not be made until recommendations can be drawn on the basis of the data obtained through this research (see Chapter VI).

CHAPTER III

The Questionnaire

The final instrument was built on the basis of the responses to the teacher interviews (Appendix B) and the subsequent pilot study (Appendix D) that was conducted.

In the interviews, the home economics teachers clearly indicated that they believed there was a need for a co-educational clothing and textiles program. They described areas of common concern which were later incorporated into the final instrument in the form of response options.

The findings of the pilot study reaffirmed that home economics teachers in British Columbia believe that clothing and textiles is as worthwhile for boys to learn as it is for girls to learn. The respondents to the pilot study were almost unanimous in their willingness to teach boys as well as girls and yet only 25 percent of the respondents had boys enroled in clothing and textiles courses beyond the grade 8 level. The reasons that they gave for this low male enrolment and the needs and recommendations they expressed in the pilot study helped to establish the topics of each section of the final instrument and the response options within those sections.

Format

1. The questionnaire (Appendix E) was made as spacious, appealing to the eye, and easy to complete as possible.

2. Items and 'parts' of the questionnaire were numbered to avoid confusion.

3. The questionnaire was printed on one folded sheet of paper instead of four separate sheets of paper so that pages would not become separated.

4. The study title was printed in bold type on the first page of the questionnaire (Nixon, 1954).

5. Items were grouped in logical sections, each dealing with a specific topic.

Question Construction

1. Words like 'might,' and 'could' were avoided to eliminate vagueness.

2. Response options were chosen to be mutually exclusive and sufficient to cover each conceivable answer.

3. All scales used in response options were balanced with an equal number and degree of options on each side of the middle position (Berdie & Anderson, 1974, p.46).

4. Each question was constructed to ensure that:

   i. all respondents were able to answer it.

   ii. it communicated a certain meaning.

   iii. it was clearly stated and not wordy.

   iv. it did not presuppose a certain state of affairs.

   v. the wording did not imply a desired answer.

   vi. no abbreviations were used.

5. An open-ended 'other' question was included at the end of the appropriate sections of the form to counteract the restrictiveness of any of the questions.

Stimulating Response Rate

The following measures were taken to help achieve a high rate of response.

A cover letter (Appendix E) was enclosed with each questionnaire. It was felt that the collegial nature of most home economics teachers would permit the use of a salutation of "Dear (first name)" without serious risk of offending.

Each cover letter was signed by hand.

Respondents were instructed in the cover letter to call or write (two addresses and phone numbers were given) if they required further information (Berdie & Anderson, 1974, p.55).

The cover letter was printed on paper of medium weight and quality to impress subjects upon initial contact. For the same reason it was professionally printed. Blue luster ink on blue-grey paper was chosen as a striking yet business-like colour scheme. Keeping cost in mind, the questionnaire was printed on a lighter weight paper. A tan colour was selected as a 'classy' colour, restful to the eyes, and yet one which would stand out in a pile of white paper on a teacher's desk. Futura style printing in black ink was chosen for easy readability and to complement the colour scheme of the cover letter.

The cover letter explained how the participant was selected, how the results would be used, and how the study was made possible. It encouraged the participant to respond. "Deadlines apparently do not increase response rates and, in fact, might retard overall response rates if procrastinators feel that as long as they have missed the deadline they might as well not respond." "Please complete as soon as possible, is probably superior to statements such as 'Complete and mail before May 12' or 'It is necessary to have your returned questionnaire by August 12 to use the data' " (Berdie & Anderson, 1974, p.60).

Koos (1928) suggests that questionnaires used to gain information for the writing of college theses not include this information as it hinders the response rate. Berdie & Anderson (1974) concur. For this reason, the importance of the information sought, how it would be used, and how it would be made available were stressed instead.

The cover letter did not exceed one page in length (Berdie & Anderson, 1974).

Nixon (1954) advises telling the subjects the length of time an average person takes to complete the questionnaire only if the time required is 15 minutes or less. His advice was followed.

It was mentioned in the cover letter that a self-addressed stamped return envelope was enclosed, for the subject's convenience (Koos, 1928; Price, 1950; Ferriss, 1951).

The return envelope was a smaller size than the outer envelope and the questionnaire was folded so that it would not need to be refolded to fit into the return envelope (Berdie & Anderson, 1974).

"Computer printed labels are especially likely to offend people concerned with individuality" (Berdie & Anderson, 1974, p.65). All envelopes were therefore addressed by hand.

Regular postage stamps were used since they have been found to be more effective than metered postage in producing high response rates (Berdie & Anderson, 1974).

Population and Sample

Description. Since it was not possible to obtain the addresses of all 876 home economics teachers in the province, a group of 550 of these teachers was selected because they belong to THESA, and their addresses could thereby be obtained. It was felt that the representativeness of the sample would be maintained through this group's selection since the group represented 62.8 percent of the total population of home economics teachers in the province. In all likelihood, if all home economics teachers in the province could have been surveyed, this group of THESA members would probably have comprised the majority of respondents since they represent a majority of the total population of home economics teachers in British Columbia, and since they are interested enough in their field to join their professional association, it follows that they would probably be interested enough to respond to the questionnaire.

It would have been preferable to survey only clothing and textile teachers, but it was not possible to identify these teachers. Therefore the THESA members surveyed may or may not have been teaching clothing and textiles "this school year" (see question 62, of Teacher Questionnaire, Appendix E).

Selection of the Sample. The November 5, 1981 list of THESA members comprising 550 people was used as the total population. Of these members, 226 (Krejcie & Morgan, 1970, pp.608-609) were randomly selected to be surveyed using a table of random numbers (Freund, 1971, p.444). As of that date there were no THESA members in the following school districts: #4 Windermere; #21 Armstrong-Spallumcheen; #49 Central Coast; #81 Fort Nelson; and #92 Nisgha. These school districts were therefore not represented in the study.

After the random selection for participants was completed, the following school districts happened not to have subjects chosen to be surveyed:

School District # 7 - Nelson
#10 - Arrow Lakes
#13 - Kettle Valley
#19 - Revelstoke
#31 - Merritt
#48 - Howe Sound
#59 - Peace River South

#64 - Gulf Islands

#80 - Kitimat

#84 - Vancouver Island West

Upon compilation of the data from the questionnaires returned, it was noted that although, surveyed, there were no respondents from the following school districts:

School District #30 - South Cariboo

#32 - Hope

#46 - Sunshine Coast

#47 - Powell River

#50 - Queen Charlotte

#63 - Saanich

#86 - Creston-Kaslo

#89 - Shuswap

Table 2

School Districts in British Columbia

Represented by the Study

Surveyed and Responded	Surveyed but No Response	Not Surveyed	Total
69.3[a]	10.7	20	100
(52)	(8)	(15)	(75)

[a] Percentage and raw numbers of School Districts in British Columbia

Validating the Instrument

Draft copies of the instrument were submitted to home economics teachers in School District #15 for their review. Many recommendations made by the reviewers were included in the final draft of the questionnaire. Following rigorous scrutiny, the draft questionnaire was revised.

Administering the Instrument

The final draft of the questionnaire was coded and distributed by mail to all selected participants on February 12, 1982. Enclosed was a self-addressed stamped envelope in which the completed questionnaire could be returned.

Data Collection

Questionnaires were returned by mail between February 16 and April 23, 1982. The responses to the questions were tallied and results are shown in Chapter IV.

Treatment of the Data

After the data was compiled, it was subjected to the appropriate analysis. Specifically, frequencies, means and one correlation technique were carried out on the data from Parts II - V of the questionnaire.

The responses to Part I were divided into two groups; those from teachers who are presently teaching clothing and textiles courses and those from teachers who are not presently teaching clothing and textiles courses. The data from Part I was scored by assigning a value of +6 if a reason was given a "1" in the 'SHOULD' column (A); +5 if a reason was given a "2"; +4 if a reason was given a "3"; +3 if a reason was given a "4" and +2 if a reason was given a "5." All other reasons in the 'SHOULD' column were assigned the value of +1. The same, but opposite in sign, scoring was used for the 'SHOULD NOT' column (B). For example, if a reason were given a "1" in the 'SHOULD NOT' column, it was assigned a value of -6. All reasons which the respondents ticked in column 'C' were given a value of "0."

Any reason in column 'A' or 'B' which was ticked but not ranked was given a value of +1 or -1 respectively.

Averaging the scores within each group, for each reason, provided the basis for ranking the set of reasons (Gleadow, 1979).

An example of this scoring is illustrated on the following page.

The second correlation technique carried out on Part I was the comparison of responses of those teachers who were presently teaching clothing and textiles courses as compared with the responses of those teachers who were not presently teaching clothing and textiles courses.

Reasons	A. A Reason Why We SHOULD Have This Course		B. A Reason Why We SHOULD NOT Have This Course		C. A Reason Which Is Not True Or Does Not Apply
1. Boys and girls would be together in the same class			✓	(-1)	
2. Clothing & textiles teachers would have to change their methods of teaching to accommodate boys			✓	(-1)	
3. The course content would have to be modified to become relevant to both sexes	✓	(+1)			
4. The workload of clothing & textiles teachers would increase					✓
5. Clothing & textiles teachers would have to create their own resources and teaching aids			✓	5 (-2)	
6. Clothing & textiles teachers would require additional inservice workshops in order to teach a co-ed program	✓	4 (+3)			
7. Offering clothing & textiles courses which are of interest to both sexes would increase the number of students enroled in this subject area.	✓	5 (+2)			
8. Boys are unruly & therefore more difficult to teach than girls			✓	4 (-3)	
9. More equipment damage would take place			✓	3 (-4)	
10. There is not adequate employment opportunity for boys in the area of clothing & textiles			✓	2 (-5)	
11. Boys are inherently disinterested in clothing & textiles			✓	1 (-6)	
12. The changing roles of the male as related to personal, home & family life have increased the need for boys as well as girls to have formal educational experiences in home and family living	✓	3 (+4)			
13. Boys are not willing to spend the time necessary to complete a sewing project					✓
14. Taking clothing & textiles courses would help boys as well as girls to improve their motor skills	✓	2 (+5)			
15. Taking clothing & textiles courses would help boys as well as girls achieve self-satisfaction by constructing a sewing project	✓	(+1)			
16. Problems in timetabling would have to be resolved			✓	(-1)	
17. The support of school administrators would be required					✓
18. Parental attitude toward a co-ed course would be negative					✓
19. Societal pressures toward traditional sex roles would have to be resisted	✓	1 (+6)			
20. Other: _____					

Note. Uncircled numbers are respondent's ranking.

Circled numbers are assigned values.

CHAPTER IV

The Results

Summary of Returns

Table 3 provides an overview of the number of questionnaires distributed and returned.

Table 3

Summary of Returns

Questionnaires Sent	Useable Questionnaires Returned	Non-useable Questionnaires Returned	Return Rate
100[a]	63.7	5.8	69.5
(226)	(144)	(13)	(157)

[a] Percentage and raw numbers

Part I- Should Co-ed Clothing and Textiles be Taught in the Schools?

An overwhelming majority (89.6%) of the respondents believe that co-ed clothing and textiles should be taught. In fact, 66% of the respondents "very much agree" with this proposal.

Table 4

Mean Values Assigned to Reasons

"For" and "Against" Teaching Co-ed Clothing and Textiles Courses

Reasons	Value assigned by respondents presently teaching clothing and textiles	Value assigned by respondents not presently teaching clothing and textiles	Value assigned by all respondents
1. Boys and girls would be together in the same class.	.69	.88	.76
2. Clothing and textiles teachers would have to change their methods of teaching to accommodate boys.	-.06	.42	.12
3. The course content would have to be modified to become relevant to both sexes.	.17	.90	.44
4. The workload of clothing and textiles teachers would increase.	-.93	-.31	-.70
5. Clothing and textiles teachers would have to create their own resources and teaching aids.	-.49	-.17	-.39
6. Clothing and textiles teachers would require additional inservice workshops in order to teach a co-ed program.	.55	.69	.61
7. Offering clothing and textiles courses which are of interest to both sexes would increase the number of students enroled in this subject area.	2.48	3.04	2.7
8. Boys are unruly and therefore more difficult to teach than girls.	-.23	-.20	-.22
9. More equipment damage would take place.	-1.11	-.49	-.86
10. There is not adequate employment opportunity for boys in the area of clothing and textiles.	-.46	-.29	-.40
11. Boys are inherently disinterested in clothing and textiles.	-.36	-.40	-.37

Table 4 continued

Mean Values Assigned to Reasons

"For" and "Against" Teaching Co-ed Clothing and Textiles Courses

Reasons		Value assigned by respondents presently teaching clothing and textiles	Value assigned by respondents not presently teaching clothing and textiles	Value assigned by all respondents
12.	The changing roles of the male as related to personal, home and family life have increased the need for boys as well as girls to have formal educational experiences in home and family living.	4.80	5.20	4.95
13.	Boys are not willing to spend the time necessary to complete a sewing project.	-.24	-.08	-.18
14.	Taking clothing and textiles courses would help boys as well as girls to improve their motor skills.	3.33	3.41	3.33
15.	Taking clothing and textiles courses would help boys as well as girls achieve self-satisfaction by constructing a sewing project.	3.48	3.46	3.47
16.	Problems in timetabling would have to be resolved.	-.47	-.02	-.31
17.	The support of school administrators would be required.	.31	.30	.31
18.	Parental attitude toward a co-ed course would be negative.	-.14	-.10	-.13
19.	Societal pressures toward traditional sex roles would have to be resisted.	.56	.90	.68

Note. Mean values were derived by adding the values of the ranking scores listed in columns A and B for each question and dividing by the number of responses to each question (see page 27).

Positive integers represent reasons why co-ed clothing and textiles should be taught. The greater the integer, the greater the importance placed on that reason.

Negative integers represent reasons why co-ed clothing and textiles should not be taught. The lesser the integer, the greater the importance placed on that reason.

Table 5

Agreement and Disagreement for the Teaching of Co-ed Clothing & Textiles Courses

Questionnaire Item	% of Respondents presently teaching Clothing & Textiles	% of Respondents not presently teaching Clothing & Textiles	% of all Respondents
Co-ed Clothing & Textiles should be taught in the schools.			
Agree	87.9	92.5	89.6
Disagree	5.5	0	3.5
No Response	6.6	7.5	6.9
How much do you Agree or Disagree?			
Very much agree	61.5	73.6	66
Somewhat agree	17.6	13.2	16
Slightly agree	5.5	1.9	4.2
No response	9.9	11.3	10.4
Slightly disagree	1.1	0	.7
Somewhat disagree	1.1	0	.7
Very much disagree	2.2	0	1.4
No response	7.7	7.5	7.6

The following are the main reasons upon which they base their opinions. These reasons are listed in a descending line of importance based on response ranking.

1. The changing roles of the male as related to personal, home and family life have increased the need for boys as well as girls to have formal educational experiences in home and family living.

2. Taking clothing and textiles courses would help boys as well as girls achieve self-satisfaction by constructing a sewing project.

3. Taking clothing and textiles courses would help boys as well as girls improve their motor skills.

4. Offering clothing and textiles courses which are of interest to both sexes would increase the number of students enroled in this subject area.

The respondents who are presently teaching clothing and textiles courses and the respondents who are not presently teaching clothing and textiles courses base their opinions about teaching co-ed clothing and textiles on the same reasons (See Table 4, p.29).

It is interesting to note, however, that respondents who are not presently teaching clothing and textiles courses agree by a margin of 92.5% that co-ed courses in clothing and textiles should be taught, as compared with 87.9% of the respondents who are presently teaching clothing and textiles. The former group of respondents also agreed more strongly with the proposal than did the latter group (see Table 5, p.30). This discrepancy, although slight, may be due to the fact that home economics courses other than clothing and textiles (e.g. foods and nutrition courses) have long been co-educational and thus the teachers of those courses would be more convinced of the advantages and disadvantages of co-educational classes.

Table 6

Other Reasons Why Co-ed Clothing and Textiles Should or Should Not be Taught

Group	Reasons[a]	Rank Value[b]
Respondents who are presently teaching clothing & textiles	Equal opportunity	6
	Understanding of food and shelter is equally important for boys and girls	6
	Boys need to save money on clothes as well as the girls	1
	Boys are not mature enough till Grade 11 to take sewing	-1
	Mandatory participation brings resentment and negative results	-4
	As a result of more time spent disciplining boys, the girls who may be interested in pursuing CT do not receive as much assistance and often are discouraged	-5
	Class time becomes too short as all students must be accommodated e.g. 1/4 yr., not 1/2 yr.	-6
Respondents who are not presently teaching clothing & textiles	Integrated classes will mean less tendancy for CT courses to get Mickey Mouse or gossipy	5

[a] Comments were not edited for spelling or grammar.

[b] Positive integers represent reasons why co-ed clothing & textiles should be taught. The greater the integer, the greater the importance placed on that reason (see pages 26-27).

Negative integers represent reasons why co-ed clothing & textiles should not be taught. The lesser the integer, the greater the importance placed on that reason (see pages 26-27).

Part II - Factors Which Would Increase Male Enrolment in Clothing and Textiles Courses

The majority of respondents indicated that all the factors listed except item 31, "Being in separate classes for each sex," would produce some increase in male enrolment in clothing and textiles courses.

The respondents chose the following factors as effecting the greatest increase in male enrolment in clothing and textiles courses.

Factors

[a]Being allowed to construct sewing projects which are of interest to boys.

Receiving encouragement from school counsellors to enrol in a co-ed clothing and textiles course.

Receiving encouragement from parents to enrol in a co-ed clothing and textiles course.

Having previous experience in clothing and textiles courses (e.g. Life-Skills 8).

Becoming aware of the co-ed clothing and textiles curriculum (e.g. through co-ed fashion shows, co-ed project displays, career booths, etc.).

Becoming aware of employment opportunities for males in the area of clothing and textiles.

Changing the course title to invoke a 'co-ed' rather than a 'feminine' image.

[a]Being in 'mixed' classes of both boys and girls.

Note. The factors are listed in a descending line of importance based on the frequency of responses to "high increase" (5), "medium increase" (4) and "low increase" (3) for each item.

[a] These findings correspond with the results of the student questionnaire (Appendix C, p.79).

Respondents who are presently teaching clothing and textiles courses and those who are not chose the same eight factors as producing an increase in male enrolment in clothing and textile courses (see Table 8, p.36).

Other factors which would increase male enrolment in clothing and textiles courses.

A brief summary of responses is provided here. Responses were not edited for spelling or grammar. See Appendix E (pp. 115-119) for a complete listing of responses.

Of the 41 teachers who responded to this question, 7 made specific references to having male home economics teachers and male guest speakers to act as role models.

Five respondents referred to the elimination of peer disapproval. A typical comment was: "If somehow peer group opinion about boys sewing clothes could be changed."

Four respondents referred to the attitude of the teacher as having a great deal to do with the size of the course enrolment. A typical comment was: "Positive teacher attitude would be vital to the success of these courses."

Table 7

Responses of All Respondents To

"Factors Which Would Increase Male Enrolment in Clothing and Textiles Courses"

Factors	HIGH INCREASE 5	MEDIUM INCREASE 4	LOW INCREASE 3	NO INCREASE 2	UNDECIDED 1	NO RESPONSE
Receiving encouragement from parents to enrol in a co-ed clothing & textiles course.	23.6[a] (34)	38.9 (56)	24.3 (35)	4.2 (6)	0 (0)	9 (13)
Receiving encouragement from school counsellors to enrol in a co-ed clothing & textiles course.	18.1 (26)	40.3 (58)	28.5 (41)	5.6 (8)	.7 (1)	7 (10)
Having previous experience in clothing and textiles courses (e.g. Life-Skills 8).	36.8 (53)	38.2 (55)	11.1 (16)	2.8 (4)	2.8 (4)	8.3 (12)
Becoming aware of the co-ed clothing and textiles curriculum (e.g. through co-ed fashion shows, co-ed project displays, career booths, etc.)	20.8 (30)	37.5 (54)	26.4 (38)	6.3 (9)	2.1 (3)	7 (10)
Becoming aware of employment opportunities for males in the area of clothing and textiles.	15.3 (22)	29.9 (43)	35.4 (51)	9.7 (14)	2.1 (3)	7.6 (11)
Being allowed to construct sewing projects which are of interest to boys.	45.1 (65)	37.5 (54)	8.3 (12)	2.1 (3)	0 (0)	6.9 (10)
Being in 'mixed' classes of both boys and girls.	3.5 (5)	28.5 (41)	31.3 (45)	19.4 (28)	7.6 (11)	9.7 (14)
Being in separate classes for each sex.	2.8 (4)	11.8 (17)	10.8 (27)	42.4 (61)	14.6 (21)	9.7 (14)
Changing the course title to invoke a 'co-ed' rather than a 'feminine' image.	23.6 (34)	27.8 (40)	23.6 (34)	14.6 (21)	1.4 (2)	9 (13)

[a]Percentages and raw numbers.

Table 8

Responses of Home Economics Teachers Who Are Presently Teaching Clothing and Textiles Courses and Those Who Are Not, To "Factors Which Would Increase Male Enrolment in Clothing and Textiles Courses"

Factors	HIGH INCREASE 5	MEDIUM INCREASE 4	LOW INCREASE 3	NO INCREASE 2	UNDECIDED 1	NO RESPONSE
Receiving encouragement from parents to enrol in a co-ed clothing and textiles course.	23.1[a] (21) 24.5[b] (13)	40.7 (37) 35.8 (19)	23.1 (21) 26.4 (14)	4.4 (4) 3.8 (2)	0 (0) 0 (0)	8.8 (8) 9.4 (5)
Receiving encouragement from school councellors to enrol in a co-ed clothing and textiles course.	16.5 (15) 20.8 (11)	38.5 (35) 43.4 (23)	29.7 (27) 26.4 (14)	8.8 (8) 0 (0)	1.1 (1) 0 (0)	5.5 (5) 9.4 (5)
Having previous experience in clothing and textiles courses (e.g. Life-Skills 8).	30.8 (28) 47.2 (25)	41.8 (38) 32.1 (17)	14.3 (13) 5.7 (3)	3.3 (3) 1.9 (1)	2.2 (2) 3.8 (2)	7.7 (7) 9.4 (5)
Becoming aware of the co-ed clothing and textiles curriculum (e.g. through co-ed fashion shows, co-ed project displays, career booths, etc.)	24.2 (22) 15.1 (8)	34.1 (31) 43.4 (23)	28.6 (26) 22.6 (12)	6.6 (6) 5.7 (3)	0 (0) 5.7 (3)	6.6 (6) 7.5 (4)
Becoming aware of employment opportunities for males in the area of clothing and textiles.	15.4 (14) 15.1 (8)	29.7 (27) 30.2 (16)	37.4 (34) 32.1 (17)	8.8 (8) 11.3 (6)	2.2 (2) 1.9 (1)	6.6 (6) 9.4 (5)
Being allowed to construct sewing projects which are of interest to boys.	42.9 (30) 49.1 (26)	39.6 (36) 34 (18)	7.7 (7) 9.4 (5)	3.3 (3) 0 (0)	0 (0) 0 (0)	6.6 (6) 7.5 (4)
Being in 'mixed' classes of both boys and girls.	3.3 (3) 3.8 (2)	27.5 (25) 30.2 (16)	30.8 (28) 32.1 (17)	20.8 (19) 17 (9)	8.8 (8) 5.7 (3)	8.8 (8) 11.3 (6)
Being in separate classes for each sex.	2.2 (2) 3.8 (2)	14.3 (13) 7.5 (4)	19.8 (18) 17 (9)	39.6 (36) 47.2 (25)	15.4 (14) 13.2 (7)	8.8 (8) 11.3 (6)
Changing the course title to invoke a 'co-ed' rather than a 'feminine' image.	23.1 (21) 24.5 (13)	27.5 (25) 28.3 (15)	25.3 (23) 20.8 (11)	16.5 (15) 11.3 (6)	0 (0) 3.8 (2)	7.7 (7) 11.3 (6)

[a] Percentages and raw numbers of respondents who are presently teaching clothing and textiles courses.

[b] Percentages and raw numbers of respondents who are not presently teaching clothing and textiles courses.

Part III - Recommendations for Course Content in Co-ed Clothing and Textiles

The majority of respondents agreed or strongly agreed with all the recommendations except item 34, "Decrease emphasis on fitting and measurement," in which case only 51.4% of the respondents disagreed and strongly disagreed, and item 38, "Increase the use of commercial clothing and equipment kits (e.g. Daybreak Kits, Frostline Kits, etc.)," in which case only 50.6% of the respondents agreed and strongly agreed.

The following recommendations for course content in co-ed clothing and textiles were selected by over 60% of the respondents.

Recommendations

[a]Teach construction techniques for garments worn by men as well as women (e.g. fly zipper).

[a]Teach time-saving sewing techniques.

[b]Teach fast and easy beginning projects.

[b]Increase the use of outdoor wear and recreational projects.

cont'd.....

Note. The recommendations are listed in a descending line of importance based on the frequency of responses to strongly agree (5) and agree (4) for each item.

[a] These findings correspond with the results of the teacher interviews (Appendix B, p.76)

[b] The response frequency for these recommendations was 86.8% in both cases.

Recommendations (cont'd)

[a]Teach theory which is relevant to both sexes (e.g. wardrobe planning for teenage boys and girls).

[c]Allow students to participate in the evaluation and grading of their own sewing projects.

[c]Allow students to choose their own sewing projects.

Note. The recommendations are listed in a descending line of importance based on the frequency of responses to strongly agree (5) and agree (4) for each item.

[a] These findings correspond with the results of the teacher interviews (Appendix B, p.76).

[c] These findings correspond with the results of the student questionnaire (Appendix C, p.79).

Table 9

Responses of All Respondents

To

"Recommendations for Course Content in Co-ed Clothing and Textiles"

Recommendations	STRONGLY AGREE 5	AGREE 4	UNCERTAIN 3	DISAGREE 2	STRONGLY DISAGREE 1	NO RESPONSE
Decrease emphasis on fitting and measurement.	6.3[a] (9)	19.4 (28)	14.6 (21)	38.9 (56)	12.5 (18)	8.3 (12)
Increase emphasis on practical work and decrease emphasis on theory.	22.2 (32)	33.3 (48)	10.4 (15)	20.8 (30)	5.6 (8)	7.6 (11)
Increase the use of knitted fabrics.	11.1 (16)	44.4 (64)	22.2 (32)	12.5 (18)	2.1 (3)	7.6 (11)
Increase the use of outdoor wear and recreational projects.	45.1 (65)	41.7 (60)	3.5 (5)	2.1 (3)	.7 (1)	6.9 (10)
Increase the use of commercial clothing and equipment kits (e.g. Daybreak Kits, Frostline Kits, etc.)	19.4 (28)	31.3 (45)	27.1 (39)	9.7 (14)	4.7 (7)	7.6 (11)
Teach theory which is relevant to both sexes (e.g. wardrobe planning for teenage boys and girls).	27.1 (39)	44.4 (64)	10.4 (15)	9.7 (14)	.7 (1)	7.6 (11)
Teach time-saving sewing techniques.	46.5 (67)	41 (59)	2.1 (3)	2.8 (4)	0 (0)	7.6 (11)
Teach construction techniques for garments worn by men as well as women (e.g. fly zipper).	48.6 (70)	39.6 (57)	1.4 (2)	2.1 (3)	0 (0)	8.3 (12)
Teach fast and easy beginning projects.	54.2 (78)	32.6 (47)	2.8 (4)	2.8 (4)	0 (0)	7.6 (11)
Allow students to choose their own sewing project.	24.3 (35)	37.5 (54)	16 (23)	13.2 (19)	2.1 (3)	7 (10)
Allow students to participate in the evaluation and grading of their own sewing projects.	22.2 (32)	46.5 (67)	18.1 (26)	5.6 (8)	.7 (1)	7 (10)

[a] Percentages and raw numbers

Table 10

Responses of Home Economics Teachers Who Are Presently Teaching Clothing and Textiles Courses and Those Who Are Not, To "Recommendations for Course Content in Co-ed Clothing and Textiles"

Recommendations	STRONGLY AGREE 5	AGREE 4	UNCERTAIN 3	DISAGREE 2	STRONGLY DISAGREE 1	NO RESPONSE
Decrease emphasis on fitting and measurement.	3.7[a] (3) 11.1[b] (8)	19.7 (17) 22.2 (16)	15.4 (14) 12.2 (9)	42.7 (37) 37.5 (27)	14.3 (13) 9.4 (7)	7.7 (7) 9.4 (7)
Increase emphasis on practical work and decrease emphasis on theory.	32 (28) 22.6 (16)	32.9 (29) 36.9 (27)	7.7 (7) 15.1 (11)	26.4 (24) 11.3 (8)	2.2 (2) 7.5 (5)	7.7 (7) 7.5 (5)
Increase the use of knitted fabrics.	3.9 (3) 13.2 (9)	42.7 (39) 39.2 (27)	14.3 (13) 18 (12)	17.1 (11) 13.2 (9)	2.2 (2) 1.5 (1)	7.7 (7) 7.5 (5)
Increase the use of outdoor wear and and recreational projects.	23.4 (21) 16.5 (11)	44.1 (41) 35.8 (24)	5.5 (5) 0 (0)	3.3 (3) 0 (0)	1.1 (1) 0 (0)	6.6 (6) 7.5 (5)
Increase the use of commercial clothing and equipment kits (e.g. ski-trace kits, travelling kits, etc.)	17.6 (16) 22.6 (15)	29.7 (27) 35 (23)	23.6 (26) 20.5 (13)	4.8 (4) 11.3 (7)	7.7 (7) 0 (0)	7.7 (7) 7.5 (5)
Teach theory which is relevant to both sexes (e.g. wardrobe planning for teen age boys and girls).	25.3 (23) 23.3 (15)	48 (43) 45.3 (29)	11 (10) 9.4 (6)	11 (10) 7.8 (5)	1.1 (1) 0 (0)	6.6 (6) 9.4 (6)
Teach time-saving sewing techniques.	37.4 (34) 29.5 (19)	46.2 (42) 32.8 (21)	3.3 (3) 0 (0)	3.3 (3) 1.5 (1)	0 (0) 0 (0)	7.7 (7) 7.5 (5)
Teach construction techniques for garments worn by men as well as women (e.g. fly closure).	42.9[1] (39) 49.2[2] (31)	42.9 (39) 36 (23)	2.2 (2) 0 (0)	3.3 (3) 0 (0)	0 (0) 0 (0)	8.8 (8) 7.5 (5)
Teach fast and easy beginning projects.	27.5 (25) 66 (42)	37.4 (34) 29.5 (19)	4.4 (4) 0 (0)	5.5 (5) 0 (0)	0 (0) 0 (0)	6.6 (6) 9.4 (6)
Allow students to choose their own sewing projects.	21.3 (19) 20.3 (13)	42.9 (39) 28.1 (18)	12.1 (11) 22.6 (14)	14.3 (13) 11.3 (7)	2.2 (2) 0 (0)	6.6 (6) 7.5 (5)
Allow students to participate in the evaluation and grading of their own sewing projects.	17.6 (16) 20.3 (13)	41.6 (37) 37.5 (24)	16.5 (15) 20.3 (13)	6.6 (6) 3.1 (2)	1.1 (1) 0 (0)	6.6 (6) 7.5 (5)

[a] Percentages and raw numbers of respondents who are presently teaching clothing and textiles.

[b] Percentages and raw numbers of respondents who are not presently teaching clothing and textiles.

Respondents who are presently teaching clothing and textiles courses and those who are not made the seven recommendations for appropriate content in co-ed clothing and textiles courses (see Table 10, p.40).

Other recommendations for course content in co-ed clothing and textiles.

A brief summary of responses is provided here. See Appendix E, pp. 120-122 for a complete listing of responses. Comments were not edited for spelling or grammar.

Of the 25 teachers who responded to this question, 6 made reference to eliminating theory, samples and "tiny details" which students may find boring and irrelevant. A typical comment was: "Exclude samples - students find it boring and irrelevant."

Three teachers made reference to allowing students to choose their own projects. A typical comment was: "In relation to #43. From my experience students like choices."

Part IV - Resources Needed to Teach Co-ed Clothing and Textiles Courses

Over 70% of the respondents indicated that the following resources are the most strongly needed to teach co-ed clothing and textiles courses.

Resources

[a] A greater selection of easy-to-make patterns for boys in commercial pattern books.

[b] Teaching materials that visually depict males as well as females.

[a] A greater selection of sports equipment patterns in commercial pattern books.

[b] Teaching aids that are appropriate for both sexes.

[c] A greater variety of patterns for boys in commercial pattern books.

[c] Inservice workshops for clothing and textiles teachers to learn fitting techniques for the male figure.

Note. The resources are listed in a descending line of importance based on frequency of responses to options 5 (strong need) and 4 for each item.

[a] These findings correspond with the results of the student questionnaire (Appendix C, p.79).

[b] These findings correspond with the results of the teacher interviews (Appendix B, p.76).

[c] The response frequency for these resources was 82.7% in both cases.

Resources (cont'd.)

Textbooks that are appropriate for both sexes.

A pattern collection of sewing projects which are suitable for both boys and girls.

A curriculum guide which outlines the course content and suggests learning activities for a co-ed program.

Inservice workshops for clothing and textiles teachers to obtain suggestions on how to conduct a co-ed clothing and textiles program.

Inservice workshops for clothing and textiles teachers to learn short-cut construction techniques.

Teaching materials on wardrobe planning for males.

Respondents who are presently teaching clothing and textiles courses and those who are not chose the same twelve resources as being required in order to instruct co-ed clothing and textiles (see Table 12, p.45). However, the two groups of respondents varied somewhat in the degree of need they placed on each of these twelve resources. The greatest variance in degree of need indicated for any one resource was only 9.1% and thus not greatly significant.

Table 11

Responses of All Respondents

To

"Resources Needed to Teach Co-ed Clothing and Textiles Courses"

Resources	STRONG NEED 5	4	3	2	NO NEED 1	NO RESPONSE
Teaching materials that visually depict males as well as females.	64.6[a] (93)	20.8 (30)	4.2 (6)	2.8 (4)	0 (0)	7.6 (11)
Textbooks that are appropriate for both sexes.	63.9 (92)	18.1 (26)	5.6 (8)	2.8 (4)	2.1 (3)	8.3 (12)
Teaching aids that are appropriate for both sexes.	58.3 (84)	25 (36)	4.9 (7)	2.1 (3)	.7 (1)	9 (13)
Teaching materials on wardrobe planning for males.	50.7 (73)	23.6 (34)	12.5 (18)	2.8 (4)	.7 (1)	9.7 (14)
A greater variety of patterns for boys in commercial pattern books.	54.9 (79)	27.8 (40)	7.6 (11)	1.4 (2)	.7 (1)	7.6 (11)
A greater selection of easy-to-make patterns for boys in commercial pattern books.	45.1 (65)	29.2 (42)	6.3 (9)	.7 (1)	0 (0)	7.6 (11)
A greater selection of sports equipment patterns in commercial pattern books.	52.1 (75)	31.9 (46)	6.9 (10)	1.4 (2)	0 (0)	7.6 (11)
A pattern collection of sewing projects which are suitable for both boys and girls.	43.1 (62)	38.2 (55)	9 (13)	1.4 (2)	1.4 (2)	6.9 (10)
Separate fitting rooms for boys and girls.	29.9 (43)	17.4 (25)	16 (23)	8.3 (12)	19.4 (28)	9 (13)
Heavy-duty sewing machines for constructing recreational projects.	31.9 (46)	24.3 (35)	19.4 (28)	8.3 (12)	8.3 (12)	7.6 (11)
Money from the school board to subsidize the cost of fabric for students in clothing and textiles courses; much the way the school board subsidizes the cost of food for students in foods and nutrition courses.	27.8 (40)	18.8 (27)	22.2 (32)	10.4 (15)	13.2 (19)	7.6 (11)
Inservice workshops for clothing and textiles teachers to learn short-cut construction techniques.	43.3 (63)	31.9 (46)	10.4 (15)	4.2 (6)	2.1 (3)	7.6 (11)
Inservice workshops for clothing and textiles teachers to learn fitting techniques for the male figure.	52.8 (76)	29.9 (43)	6.3 (9)	2.8 (4)	1.4 (2)	6.9 (10)
Inservice workshops for clothing and textiles teachers to obtain suggestions on how to conduct a co-ed clothing and textiles program.	53.5 (77)	25.7 (37)	9 (13)	3.5 (5)	1.4 (2)	6.9 (10)
A curriculum guide which outlines the course content and suggests learning activities for a co-ed program.	54.2 (78)	25.7 (34)	7.6 (11)	1.4 (2)	1.4 (2)	9 (13)

[a] Percentages and raw numbers

Table 12

Responses of Home Economics Teachers Who Are Presently Teaching Clothing and Textiles Courses and Those Who Are Not To "Resources Needed to Teach Co-ed Clothing and Textiles Courses"

Resources	STRONG NEED 5	4	3	2	NO NEED 1	NO RESPONSE
Teaching materials that visually depict males as well as females.	62.6[a] (57) 67.5[b] (35)	22 (20) 13.9 (12)	4.4 (4) 3.8 (2)	4.4 (4) 0 (0)	0 (0) 0 (0)	4.4 (4) 9.4 (5)
Textbooks that are appropriate for both sexes.	44.8 (29) 42.3 (22)	13.7 (17) 17 (9)	3.3 (3) 9.4 (5)	2.2 (2) 1.9 (1)	3.3 (3) 0 (0)	7.7 (7) 9.4 (5)
Teaching aids that are appropriate for both sexes.	37.1 (32) 49.4 (32)	25.3 (23) 24.5 (13)	6.6 (6) 1.9 (1)	1.1 (1) 3.9 (2)	1.1 (1) 0 (0)	8.8 (8) 9.4 (5)
Teaching materials on wardrobe planning for males.	57.1 (49) 52.8 (28)	23.1 (21) 20.8 (11)	2.2 (2) 11.3 (6)	2.2 (2) 1.9 (1)	1.1 (1) 0 (0)	7.7 (7) 13.2 (7)
A greater variety of patterns for boys in commercial pattern books.	29.7 (26) 47.2 (25)	24.2 (22) 24 (12)	6.6 (6) 9.4 (5)	1.1 (1) 1.9 (1)	1.1 (1) 0 (0)	7.7 (7) 7.5 (4)
A greater selection of easy-to-make patterns for boys in commercial pattern books.	35.2 (32) 43.3 (23)	22.6 (20) 22.2 (12)	4.4 (4) 9.4 (5)	1.1 (1) 0 (0)	0 (0) 0 (0)	7.7 (7) 7.5 (4)
A greater selection of sports equipment patterns in commercial pattern books.	31.6 (27) 52.9 (28)	21.9 (19) 32.1 (17)	6.6 (6) 7.5 (4)	2.2 (2) 0 (0)	0 (0) 0 (0)	7.7 (7) 7.5 (4)
A pattern collection of sewing projects which are suitable for both boys and girls.	35.1 (31) 39.6 (21)	27.4 (24) 28.6 (21)	7.7 (7) 11.3 (6)	1.1 (1) 1.9 (1)	2.2 (2) 0 (0)	6.6 (6) 7.5 (4)
Separate fitting rooms for boys and girls.	23.6 (26) 37.1 (17)	16.5 (15) 18.9 (10)	15.4 (14) 17 (9)	3.8 (3) 7.5 (4)	22 (20) 15.1 (8)	8.7 (8) 9.4 (5)
Heavy-duty sewing machines for constructing recreational projects.	35.2 (32) 36 (19)	23.9 (19) 30.2 (16)	22 (20) 15.1 (8)	5.5 (5) 7.5 (4)	11 (10) 3.8 (2)	6.6 (6) 9.4 (5)
Money from the school board to subsidize the cost of fabric for students in clothing and textiles courses much the way the school board subsidizes the cost of food for students in foods & nutrition courses.	29.7 (27) 30.5 (13)	17.6 (16) 20.5 (11)	27.1 (21) 20.8 (11)	3.9 (3) 11.3 (6)	14.3 (13) 11.3 (6)	5.5 (5) 11.3 (6)
Inservice workshops for clothing and textiles teachers to learn short-cut construction techniques.	37.7 (37) 49.1 (26)	21.4 (21) 28.3 (15)	11 (11) 9.4 (5)	5.4 (5) 3.8 (2)	5.5 (5) 0 (0)	6.6 (6) 9.4 (5)
Inservice workshops for clothing and textiles teachers to learn fitting techniques for the male figure.	42.5 (41) 26.6 (14)	29.7 (27) 30.2 (16)	7.7 (7) 3.8 (2)	3.3 (3) 1.9 (1)	2.2 (2) 0 (0)	6.6 (6) 7.5 (4)
Inservice workshops for clothing and textiles teachers to obtain suggestions on how to conduct a co-ed clothing and textiles program.	31.6 (29) 26.6 (14)	24.2 (22) 22.6 (12)	11 (10) 5.7 (3)	4.4 (4) 1.9 (1)	2.2 (2) 0 (0)	6.6 (6) 7.5 (4)
A curriculum guide which outlines the course content and suggested learning activities for a co-ed program.	35 (32) 51 (27)	23.1 (21) 28.3 (15)	7.7 (7) 7.5 (4)	1.1 (1) 1.9 (1)	2.2 (2) 0 (0)	7.7 (7) 11.3 (6)

[a] Percentages and raw numbers of respondents who are presently teaching clothing and textiles.

[b] Percentages and raw numbers of respondents who are not presently teaching clothing and textiles.

Other resources needed to teach co-ed clothing and textiles courses.

A brief summary of responses is provided here. See Appendix E (pp.123-125) for a complete listing of responses. Comments were not edited for spelling or grammar.

Of the 20 teachers who responded to this question, 3 referred to having male guest speakers as role models. A typical comment was: "Male guest speakers who have had experience in CT and who can bring projects suitable for boys and girls."

Two of the teachers made reference to needing an exchange of ideas between teachers. A typical comment was: "A means of sharing resources and ideas that have worked for some teachers."

Part V - Demographics

Nearly two-thirds of the respondents are presently teaching clothing and textile courses.

The respondents were almost unanimous in their willingness to teach boys as well as girls. There was no significant difference in their willingness to teach boys in clothing and textiles courses between respondents who are presently teaching clothing and textiles and respondents who are not presently teaching clothing and textiles. Half of the respondents have taught home economics for three to eight years.

Table 13

Responses of all Respondents to "Personal Information"

Items	Yes	Not Sure	No	No Response
Do you teach a clothing and textiles course sometime during this school year?	63.1[a] (91)	0 (0)	36.8 (53)	0 (0)
Are you personally willing to teach boys as well as girls?	93.7 (135)	4.1 (6)	2 (3)	0 (0)

	2 yrs. (or less)	3 - 8 years	9 - 14 years	15-20 years	21 yrs. (or more)	No Response
How many years have you taught Home Economics? (include this year as one complete year).	10.4 (15)	50 (72)	24.3 (35)	9.7 (14)	5.5 (8)	0 (0)

[a] Percentages and raw numbers of all respondents

Table 14

Responses of Home Economics Teachers Who Are
Presently Teaching Clothing and Textiles Courses and Those Who Are Not
To
"Personal Information"

Items	Yes	Not Sure	No	No Response
[c]Are you personally willing to teach boys as well as girls?	93.4[a] (85) 94.3[b] (50)	3.3 (3) 5.7 (3)	3.3 (3) 0 (0)	0 (0) 0 (0)

	2 Yrs. (or less)	3 - 8 Years	9- 14 Years	15-20 Years	21 Yrs. (or more)	No Response
How many years have you taught Home Economics? (include this year as one complete year).	8.8 (8) 13.2 (7)	46.2 (42) 52.8 (28)	27.5 (25) 18.9 (10)	8.8 (8) 11.3 (6)	7.7 (7) 1.9 (1)	0 (0) 0 (0)

[a] Percentages and raw numbers of respondents who are presently teaching clothing and textiles courses.

[b] Percentages and raw numbers of respondents who are not presently teaching clothing and textiles courses.

[c] These findings correspond with the results of the pilot study (Appendix D).

CHAPTER V

Conclusions

From the evidence provided in the research, the following conclusions with respect to the research queries (p.4) appear appropriate. The conclusions are not defined in any descending line of importance.

Part I - Do home economics teachers believe co-ed clothing and textiles courses should be taught? What are the reasons upon which they base their opinions?

1. Home economics teachers "very much agree" that co-ed clothing and textiles courses should be taught.

2. The reasons upon which they base their opinions (p.31) are, for the most part, educationally sound. It could be argued that offering a course simply to "increase enrolment," is not a valid educational reason. This, though, would depend on the respondents' interpreted implication of the reason. If one interpreted "increasing enrolment" to imply creating or maintaining her/his own employment, it would not be considered a valid educational reason. On the other hand, if one interpreted "increasing enrolment" to imply reaching more students and thereby empowering more people with necessary knowledge and skills, it would be considered a valid educational reason.

There can be no argument, however, that offering a course for the purpose of achieving relevancy to everyday life, self-satisfaction, and improvement of motor skills, is not educationally sound.

Part II - What do home economics teachers believe would increase male enrolment in clothing and textiles courses?

3. Home economics teachers believe the following factors would produce the greatest increase in male enrolment in clothing and textiles courses:

- Being allowed to construct sewing projects which are of interest to boys.
- Receiving encouragement from school counsellors to enrol in a co-ed clothing and textiles course.
- Receiving encouragement from parents to enrol in a co-ed clothing and textiles course.
- Having previous experience in clothing and textiles courses (e.g. Life-Skills 8).
- Becoming aware of the co-ed clothing and textiles curriculum (e.g. through co-ed fashion shows, co-ed project displays, career booths, etc.)
- Becoming aware of employment opportunities for males in the area of clothing and textiles.
- Changing the course title to invoke a 'co-ed' rather than a 'feminine' image.
- Being in 'mixed' classes of both boys and girls.

Part III - What do home economics teachers recommend for content in co-ed clothing and textiles courses?

4. Home economics teachers recommend the following content for co-ed clothing and textiles courses:

- Teach construction techniques for garments worn by men as well as women (e.g. fly zipper).
- Teach time-saving sewing techniques.
- Teach fast and easy beginning projects.
- Increase the use of outdoor wear and recreational projects.
- Teach theory which is relevant to both sexes (e.g. wardrobe planning for teenage boys and girls).
- Allow students to participate in the evaluation and grading of their own sewing projects.
- Allow students to choose their own sewing projects.

Part IV - What resources do home economics teachers believe are required in order to instruct co-ed clothing and textiles?

5. Home economics teachers believe the following resources are required in order to instruct co-ed clothing and textiles:

- A greater selection of easy-to-make patterns for boys in commercial pattern books.
- Teaching materials that visually depict males as well as females.
- A greater selection of sports equipment patterns in commercial pattern books.

- Teaching aids that are appropriate for both sexes.
- A great variety of patterns for boys in commercial pattern books.
- Inservice workshops for clothing and textiles teachers to learn fitting techniques for the male figure.
- Textbooks that are appropriate for both sexes.
- A pattern collection of sewing projects which are suitable for both boys and girls.
- A curriculum guide which outlines the course content and suggests learning activities for a co-ed program.
- Inservice workshops for clothing and textiles teachers to obtain suggestions on how to conduct a co-ed clothing and textiles program.
- Inservice workshops for clothing and textiles teachers to learn short-cut construction techniques.
- Teaching materials on wardrobe planning for males.

Part V

Is there significant difference in their opinions about the reasons for teaching co-ed courses in clothing and textiles between home economics teachers who are presently teaching clothing and textiles and home economics teachers who are not?

6. There is no significant difference in their opinions about the reasons for teaching co-ed courses in clothing and textiles between home economics teachers who are presently teaching clothing and textiles and home economics teachers who are not.

Is there significant difference in their opinions about the ways in which male enrolment could be increased in courses in clothing and textiles between home economics teachers who are presently teaching clothing and textiles and home economics teachers who are not?

7. There is no significant difference in their opinions about the ways in which male enrolment could be increased in courses in clothing and textiles between home economics teachers who are presently teaching clothing and textiles and home economics teachers who are not.

Is there significant difference in their opinions about the appropriate content in co-ed clothing and textiles courses between home economics teachers who are presently teaching clothing and textiles and home economics teachers who are not?

8. There is no significant difference in their opinions about the appropriate content in co-ed clothing and textiles courses between home economics teachers who are presently teaching clothing and textiles and home economics teachers who are not.

Is there significant difference in their opinions about what resources are required in order to instruct in courses in co-ed clothing and textiles between home economics teachers who are presently teaching clothing and textiles and home economics teachers who are not?

9. There is no significant difference in their opinions about what resources are required in order to instruct in courses in co-ed clothing and textiles between home economics teachers who are presently teaching clothing and textiles and home economics teachers who are not.

Is there significant difference in their opinions about their willingness to teach boys in courses in clothing and textiles between home economics teachers who are presently teaching clothing and textiles and home economics teachers who are not?

10. There is no significant difference in their opinions about their willingness to teach boys in courses in clothing and textiles between home economics teachers who are presently teaching clothing and textiles and home economics teachers who are not.

From the evidence provided in the research, the following conclusions with respect to the inherent assumptions upon which the study was based (p.6) appear appropriate. These conclusions are not defined in any descending line of importance.

11. Textiles teachers are willing to teach boys.

12. Textiles teachers feel the need to increase their course enrolment.

13. Textiles teachers believe that it is best to teach clothing and textiles to boys and girls together in the same class.

14. Textiles teachers feel the need for a comprehensive curriculum manual to guide them in teaching a co-ed course.

15. Textiles teachers feel a need for materials and resources to help them in teaching a co-ed course.

CHAPTER VI

Recommendations

From the research evidence presented and corresponding conclusions, the following recommendations appear appropriate. The recommendations are not defined in any descending line of importance.

It is recommended that THESA:

1. actively promote the implementation of Life Skills 8 by all junior/senior high schools in the province.

2. actively promote the implementation of co-ed clothing and textiles programs throughout the province.

3. make recommendation to clothing and equipment kit companies for the purpose of achieving better service, educational discounts etc. This recommendation is based on the assumption that if kits are made more easily accessible and convenient to use, clothing and textiles teachers may use them more.

4. make recommendation to commercial pattern companies for
   - teaching materials that visually depict males as well as females.
   - teaching aids that are appropriate for both sexes.
   - teaching materials on wardrobe planning for males.
   - a greater variety of patterns for boys in commercial pattern books (See Appendix C, p.79).
   - a greater selection of easy-to-make patterns for boys in commercial pattern books.

- a greater selection of sports equipment patterns in commercial pattern books.

5. make recommendation to companies producing teaching materials for home economics for:

- teaching materials that visually depict males as well as females.
- textbooks that are appropriate for both sexes.
- teaching aids that are appropriate for both sexes.
- teaching materials on wardrobe planning for males.

6. organize inservice workshops for clothing and textiles teachers to learn:

- short-cut construction techniques
- fitting techniques for the male figure.
- how to conduct a co-ed clothing and textiles program.

7. recruit a clothing and textiles teacher to compile scale drawings of sewing projects which are suitable for both boys and girls and make this collection available to all clothing and textiles teachers.

<u>It is Recommended that the Ministry of Education</u>:

1. make Life Skills 8 a compulsory course for all students.
2. encourage all school districts to promote a co-ed clothing and textiles program.

3. seek to obtain textbooks for clothing and textiles that are appropriate for both sexes.

4.. provide a curriculum guide which outlines the course content and suggests learning activities for a co-ed clothing and textiles program.

Recommendations for a Co-ed Clothing and Textiles Course:

1. Students should be allowed to construct sewing projects of their own choice and which therefore are of interest to them. This would include outdoor wear and recreational projects (see Appendix B, p.76; Appendix C, p.79; Appendix F, p.137).

2. Fast and easy beginning projects should be taught.

3. Commercial clothing and equipment kits should be made available for student projects.

4. Time-saving sewing techniques should be taught (see Appendix B, p.76).

5. Construction techniques for garments worn by men as well as women (e.g. fly zipper) should be taught.

6. Theory which is relevant to both sexes (e.g. wardrobe planning for teenage boys and girls) should be taught (see Appendix B, p.76).

7. Emphasis should be on practical work versus theory (see Appendix C, p.79).

8. Kitted fabrics should be used.

9. The title of the course should be one that invokes a 'co-ed' rather than a 'feminine' image.

10. Counsellors should be asked to encourage males to enrol in co-ed clothing and textiles courses and to make boys aware of the employment opportunities for them in this area.

11. Clothing and textiles teachers should promote the co-ed program through co-ed fashion shows, project displays, career booths and so on.

12. Girls and boys should be in the same class (see Appendix C, p.79).

13. Aids made by the clothing and textiles teacher should visually depict males as well as females and should be appropriate for both sexes (see Appendix B, p.76).

14. Students should be allowed to participate in the evaluation and grading of their own sewing projects (see Appendix C, p.79; Appendix F, pp.129-133).

Other Recommendations for Co-ed Clothing and Textiles Courses, Which are not Suggested by the Present Research but Which the Reader May Wish to Consider, are Listed Below.

Philosophy: To have a successful co-ed clothing and textiles program a teacher must be flexible and willing to examine existing curriculum content, teaching methods and resources to ensure that they are relevant, practical and appealing to both boys and girls. Above all, the crucial factor remains the initiative and creativity on the part of the teacher to motivate and stimulate students to learn.

Structure: If segregation exists in your clothing and textiles program, do you blame the school administrators, timetabling, or do you blame yourself for not promoting integration?

Important factors to be considered are:

1. the availability of the subject to all boys and girls. To make equal opportunity a reality, home economics courses should not be timetabled in tandem with industrial education courses.

2. the stage(s) at which co-ed clothing and textiles courses can be offered.

3. the length and continuity of courses.

4. if adequate space is available in the classroom and large enough furniture and equipment provided for boys as well as girls.

5. if course descriptions are phrased to attract male interest.

Recruitment:

1. Include male students in the basic planning for the course. Try to include those male students influential with wide groups of their peers (e.g. athletes, student council members).

2. Inform key members of the school district (e.g. administrators, guidance counsellors, curriculum personnel, all faculty) about what home economics has to offer young men.

3. Communicate to parents the new emphasis of the course, along with the need of boys to acquire these life skills.

4. Use personal contact to inform propsective male students (e.g. student assemblies, visits to homerooms, talking to traditionally male classes).

5. Circulate information using public address systems, newsletters, signs, photos of students working together.

6. Have someone available to answer students' and parents' questions, particularly during course registration periods.

Methodology: Help students not to view themselves as traditionally sex-typed by:

1. avoiding sexist language.

2. expecting the same standards of achievement for boys as well as girls.

3. having bulletin boards and other teaching aids which visually depict males and females in similar roles.

Content: Below is a list of suggested activities not previously mentioned in Part III - Recommendations for Course Content in Co-ed Clothing and Textiles (pp.37-41).

1. Teach the operation of the sewing machine using a "sewing machine operator's licence" similar to a driver's licence (see Appendix F, p.127). Include with this the cleaning, oiling and general maintainance of the sewing machine.

2. Have a laundry day when students bring their dirty clothes and laundry aids. Teach them how to read the care labels, how to sort the clothes, how to use the washer and dryer, how to choose appropriate laundry products and how to press and store their garments.

3. Take all students to visit a men's wear and ladies' wear store. Use the occasion to teach consumer aspects of clothing selection, to demonstrate how to select appropriate colours, necklines, pant and dress lengths and fullnesses.

4. Have a male guest speaker (a tailor or clerk from a men's store, or an enthusiastic male staff member) to teach the different types of trousers, jackets, cuffs, collars and ties used in men's wear. Take this opportunity to teach students how to tie neckties.

Have a female counterpart as a guest speaker to teach the different types of skirts, jackets, cuffs, collars and scarves used in ladies' wear. Take this opportunity to teach students how to tie scarves.

5. Prepare a clothing budget.

6. Visit a drycleaners.

7. Visit a local business which uses industrial textiles and sewing machinery.

8. Seek out local businesses that hire summer students in a capacity related to clothing and textiles.

9. Teach students how to make car seat covers or do small upholstery work on their cars.

Suggestions for Further Use of the Data and Further Research in General are Listed Below.

Since the teacher questionnaires were coded by school district, the data from the current study could be analyzed further to determine if there is significant difference in the beliefs and recommendations about co-ed clothing and textiles courses between home economics teachers from different geographic locations in the province. The data could also be analyzed to determine if there is significant difference in the beliefs and recommendations about co-ed clothing and textiles courses between home economics teachers who have fewer than the mean years of teaching experience and home economics teachers who have more than the mean years of teaching experience.

This project includes surveys of students involved in a co-ed clothing and textiles program and home economics teachers. Further research could investigate other significant groups of people which have influence on co-ed clothing and textiles programs such as school administrators, counsellors, parents, superintendents and school board members.

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APPENDIX A

Ministry of Education Circular No. 75

INISTRY OF EDUCATION Victoria, B.C.

schools circular

APPENDIX A (P.73)

Date: 78.11.21.

No.75 Schools

THESE CIRCULARS SHOULD BE PRESERVED FC READY REFERENCE FILED BY DATE SEQUEN

containing DIRECTIVES, RULINGS, CHANGES
NOVEMBER, 1978

INDUSTRIAL EDUCATION, HOME ECONOMICS AND THE B.C. HUMAN RIGHTS CODE

The Ministry has, at various times, (see for example Industrial Services Circular 18.4.74, item 810) called attention to the fact that the Industrial Education and Home Economics courses are not to be restricted to boys and girls respectively.

It appears clear that any such restriction or limitation on enrolment, where sex is a factor, contravenes the B.C. Human Rights code and must, therefore, stop.

A major problem is in courses at the Grade 8 level, where study of these subjects has been made compulsory (Administrative Bulletin for Secondary Schools, 1974, page 25). To assist in the resolution of this problem, the Ministry is considering a new course for Grade 8, tentatively entitled "Life Skills" which will combine content for both I.E. 8 and Home Ec. 8. The Ministry invites all teachers, particularly those in schools which have developed a combined course, to send in course outlines or other information which they feel may be of use in the development of such a course. Responses should be addressed directly to Mr. J. R. Meredith, Senior Superintendent of Public Instruction, Ministry of Education, Victoria, B.C.

I.E. and Home Ec. courses in Grades 9 to 12 pose a different problem. It is recognized that, at times, not all students wishing to enrol in these courses can be accommodated because of timetable difficulties, demand or instructor/facility limitations. To be ready for such an eventuality, each school or district should have clearly established criteria for selection; criteria which do not make the sex of a pupil a condition of or a factor in enrolment.

The criteria should be developed after consideration of the following:

1. Indications of career interest versus more casual interest.

2. The pupil's program plans for future courses.

3. Specific requirements about pre-requisites for further courses in a subject.

4. The pupil's abilities and preparation.

The Human Rights Branch has made the following statement:

"It is the position of the Human Rights Branch that there is no acceptable reason for limiting access and opportunity to these classes according to the sex of the student. Total enrolment may well have to be controlled, but sex cannot be a criterion of selection. It is the aim of the Branch to resolve any complaints received reasonably, and equitably, consistent with the Code and acceptable to the parties involved".

...../2 (OVER)

There is no conflict between this and the position of the Ministry of Education as expressed on page 1 of the Administrative Bulletin for Secondary Schools:

> "Public education in the Province of British Columbia is established in accordance with the philosophy that every child in the Province will have the opportunity to develop to his fullest potential not only as an individual but also as a member of society".

To the greatest extent possible schools should, in the remainder of this 1978-79 school year, make all I.E. and Home Ec. courses available on an equal basis to students of either sex and, in the 1979-80 and subsequent years, be able to demonstrate clearly that there is no enrolment discrimination based on the sex of the pupil.

J. L. Canty,
Superintendent,
Administrative Services

JLC:mmc

APPENDIX B

Teacher Interviews

TEACHER INTERVIEWS

PURPOSE

1. ...to ascertain if there is a perceived need for a co-ed clothing and textiles course beyond grade 8.

2. ...to ascertain the reasons why there is/is not a need

If there is a perceived need then:

3. ...to determine the perceived criteria on which to base the curriculum.

SELECTION OF THE SAMPLE

Five clothing and textiles teachers were approached with the question "Is there a need for co-ed clothing and textiles courses?".

-- Two were first year teachers, then teaching in the Lower Mainland.
-- One had been teaching for many years and was near retirement. She had taught in several cities throughout the province but was then teaching in Prince George.
-- One had been teaching for nine years; six in Australia and three in Penticton.
-- One had taught for five years in the West Kootenays.

FINDINGS

A pattern of common concerns emerged from these interviews which culminated in three main criteria for a co-ed clothing and textiles curriculum:

-- the content must be relevant and interesting to boys as well as girls.
-- sexism in content, methodology and materials must be eliminated.

and

-- the clothing construction techniques taught must be up-dated.

APPENDIX C

Student Questionnaire

Rationale ---------- p.78

Summary of Findings ---------- p.79

Questionnaire on Outdoor Wear --------- p.80

Data ---------- p.83

THE STUDENT QUESTIONNAIRE (conducted in the fall of 1980)

Rationale

To meet the needs of students in my school district, I developed a course called Outdoor Wear 9/10 which was offered as an elective beginning in 1977. I had no special materials or aids with which to design the course. The curriculum is not fully developed nor as comprehensive as I would like it to be. I simply try to improve as we go along. I presently teach two classes of Outdoor Wear 9/10. The number of boys and girls who have taken the course to date is 94 (69 girls and 25 boys).

After establishing the three criteria for the curriculum recommended by the teachers interviewed (Appendix B), I examined the Outdoor Wear course and compared these criteria to it. I believed that the course satisfied these criteria. Other home economists have shared this opinion after observing the Outdoor Wear classes. Mrs. Margaret Murphy, who at the time was Director of Home Economics for Vancouver School District, observed the Outdoor Wear classes during accreditation and had many positive comments about it in her report. Sewing machine company representatives and teachers from other districts have visited to observe the classes. I was asked to give a workshop to Home Economics teachers in Oliver who wanted to know how I set up the course and how I taught 'short cut' techniques.

My own perceptions of Outdoor Wear 9/10 and those of other teachers seemed to match. We considered the course to be interesting and relevant to both sexes. However, to complete the picture I wanted to verify my students' perceptions of the course. In pursuit of determining content which would be relevant and interesting to students of both sexes I developed a questionnaire and surveyed my students. I attempted to ascertain what they enjoyed about the course, in the assumption that if they enjoyed something it was because they found it interesting and relevant. Another inherent assumption was

that what was discovered about the Outdoor Wear 9/10 course could be applied to another co-ed clothing and textiles curriculum.

Summary of Findings

It was discovered that the students enjoyed: the freedom to choose their own projects; having a wide variety of projects from which to choose; being in mixed classes; concentrating on the practical work of clothing construction and evaluating their own work.

QUESTIONNAIRE ON OUTDOOR WEAR

Directions:

Indicate your answers to the following questions by circling a letter, number or word at the RIGHT.

1. I am in grade _____ | 8 | 9 | 10 | 11 | 12 |

2. Did you take Textiles in Grade 8? _____ | Yes | No |

3. What was your main reason for taking Outdoor Wear? _____ | a | b | c | d | e | f | g | h |

   a) because it was open to both boys and girls
   b) advice from parents and/or counsellors
   c) I could make what I wanted
   d) timetable problems
   e) recommended by a friend
   f) to join my friend(s) who was (were) signed up for the course.
   g) the CT9 course did not appeal to me.
   h) Other. Explain: _____

4. I chose the projects I made because: _____ | a | b | c | d | e | f |

   a) I wanted them
   b) I needed them
   c) parents' advice
   d) budget limitations
   e) to sell
   f) Other. Explain: _____

5. How much do you think you learned in this course? _____ | a | b | c | d | e |

   a) quite a lot
   b) a lot
   c) enough
   d) little
   e) nothing

6. Which part of the course did you learn the most from? _____ | a | b | c | d | e |

a) machine license

b) samples

c) following pattern guidesheet

d) sewing your projects

e) evaluating your own work using your scorecard.

7. Which part of the course did you learn the least from? _____ | a | b | c | d | e |

a) machine license

b) samples

c) following pattern guidesheet

d) sewing your projects

e) evaluating your own work using your scorecard.

8. How much did you enjoy the course? _____ | a | b | c | d | e |

a) quite a lot

b) a lot

c) somewhat

d) slightly

e) not at all

9. What did you enjoy least about the course? _____ | a | b | c | d | e |

a) doing samples

b) slow pace

c) too rushed

d) sharing equipment

e) unreliable equipment

10. What did you enjoy most about the course? _____ | a | b | c | d | e | f |

a) the wide variety in types of projects

b) the satisfaction of making something

c) the freedom to choose your own project

d) learning sewing techniques

e) being able to use what I made

f) Other? Explain: _____

_____

11. Would you have preferred _____ | a | b | c |

a) an all girls class?

b) an all boys class?

c) a mixed class?

12. Would you like to take another clothing & textiles course in the future? _____ | Yes | No |

13. How much effort did you put into the course? _____ | a | b | c | d | e |

a) quite a lot

b) a lot

c) enough

d) little

e) none

14. How would you improve the course?

_____

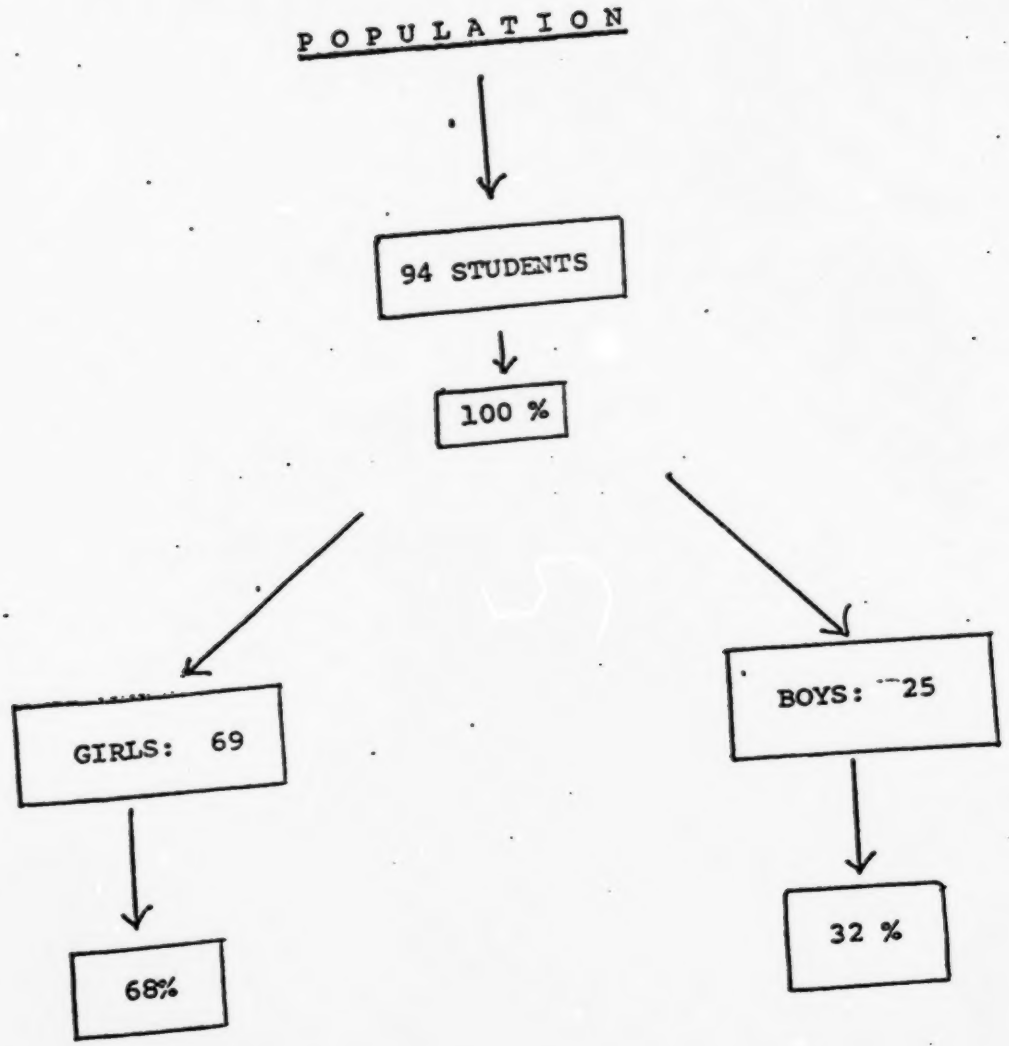
_____

_____

COMPILING THE DATA

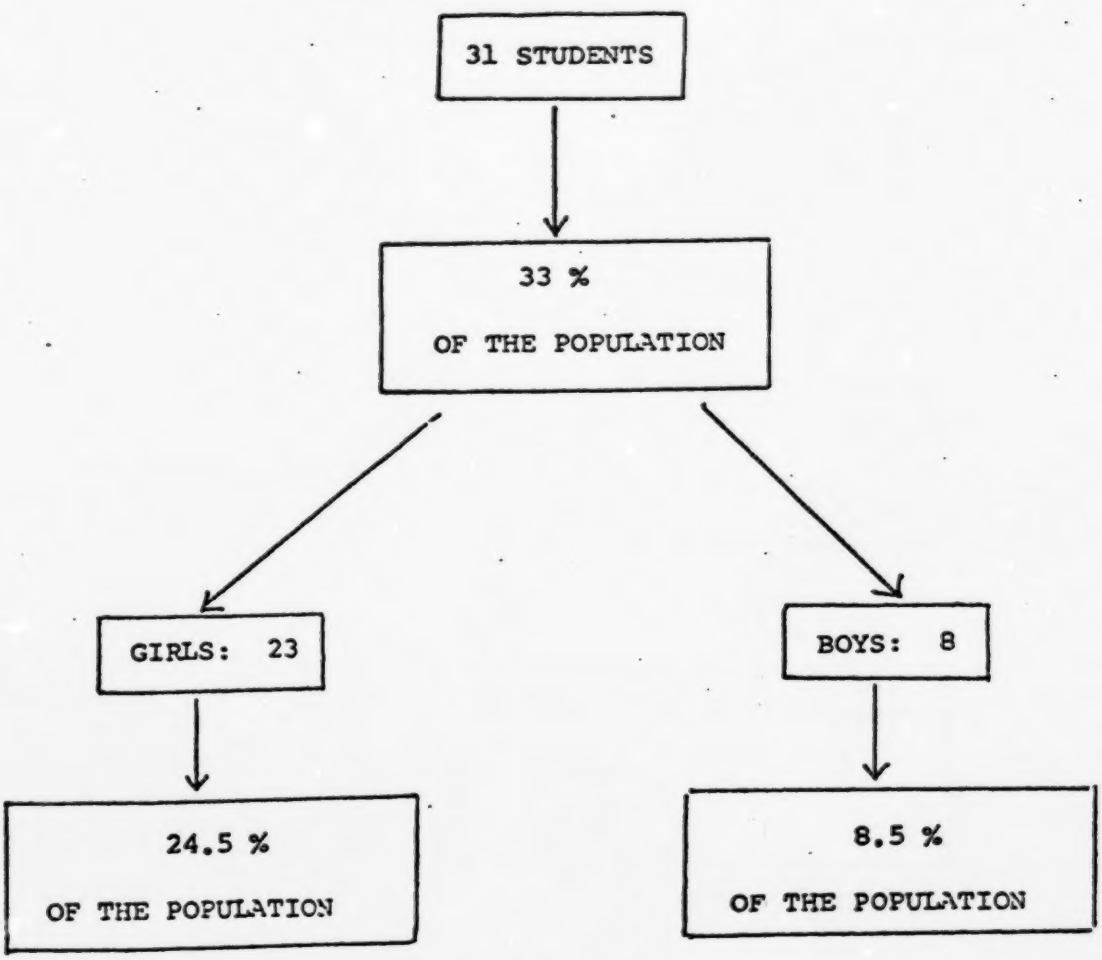
Based on four variables:

1. sex
2. whether the student took CT8 or not
3. grade level
4. options chosen

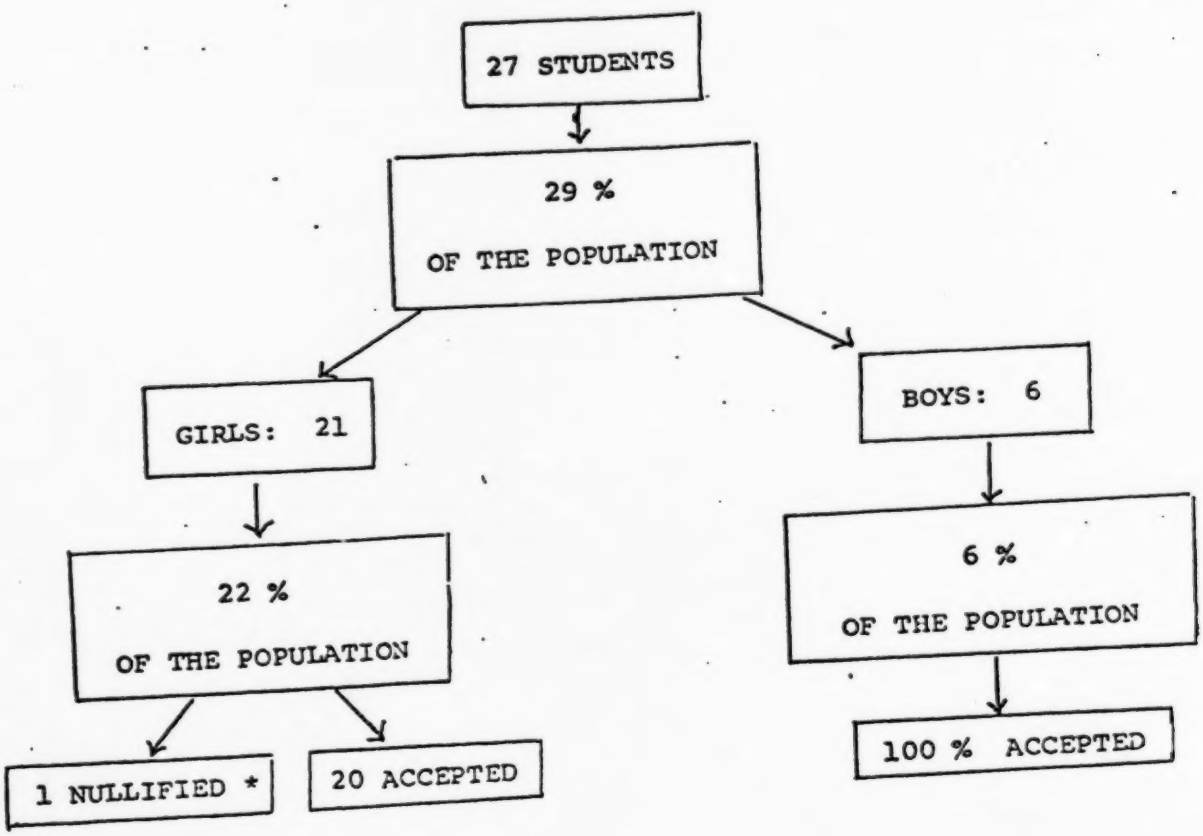

POPULATION
94 STUDENTS
100 %
GIRLS: 69
68%
BOYS: 25
32 %

ATTEMPTED TO SURVEY

(random selection)



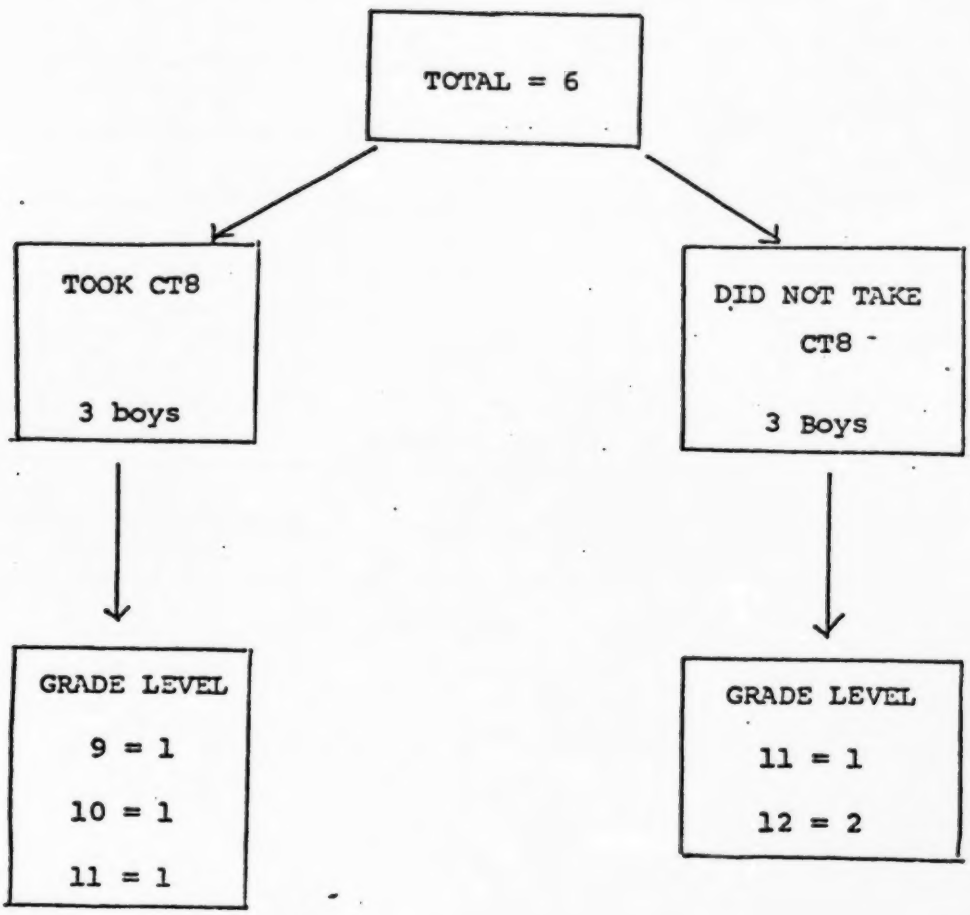
RESPONDENTS TO FINAL INSTRUMENT



SAMPLE STUDIED:	26 STUDENTS	(28 % of the population).
	GIRLS: 20	(21 % of the population).
	BOYS: 6	(6 % of the population).

* DOUBLE ANSWERS

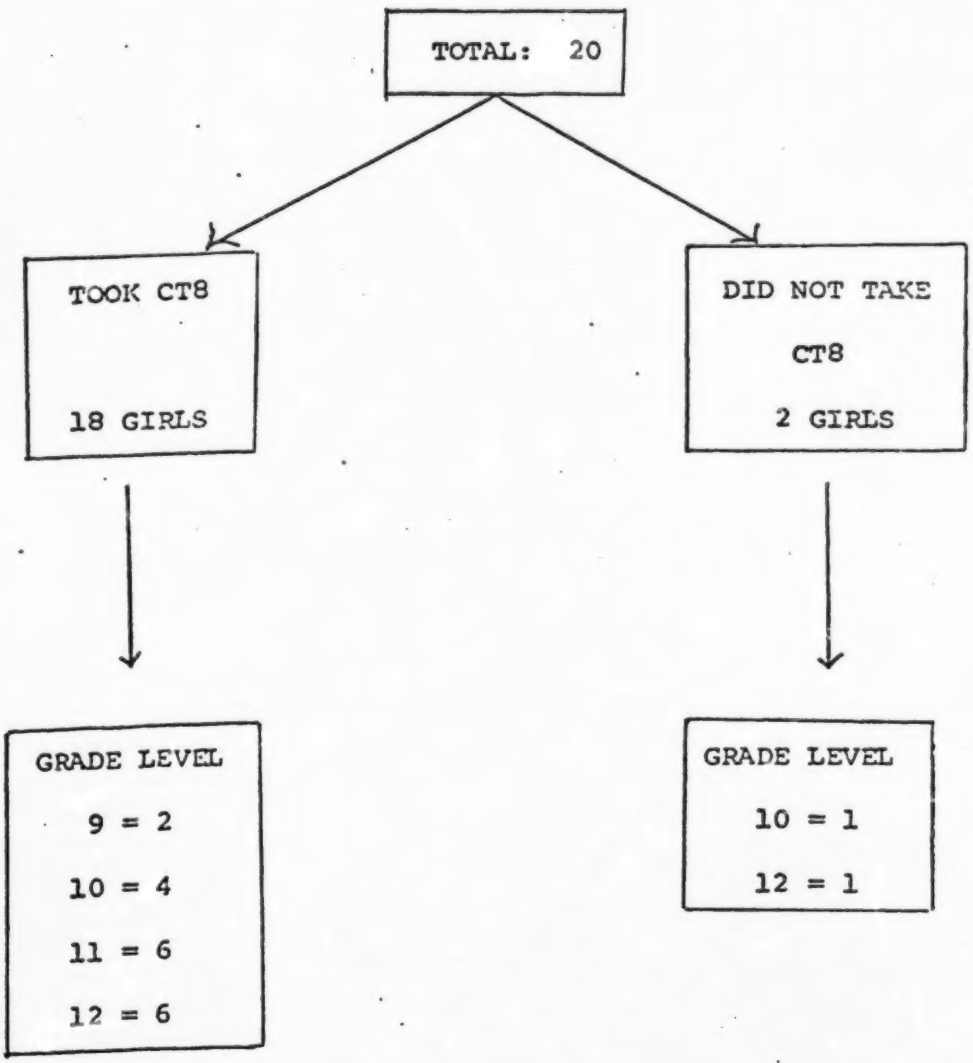
B O Y S


TOTAL = 6
TOOK CT8
3 boys
DID NOT TAKE CT8
3 Boys
GRADE LEVEL
9 = 1
10 = 1
11 = 1
GRADE LEVEL
11 = 1
12 = 2

BOYS

GRADE LEVEL \ QUESTIONS		3	4	5	6	7	8	9	10	11	12	13	14 (Comments)
WHO TOOK CTS	9	c	a	b	a	a	b	b	b	c	yes	c	Better Facilities
	10	c	b	b	b	c	b	d	b	c	no	c	More Choices
	11	c	b	d	d	d	b	e	c	c	no	c	Good Enough
WHO DID NOT TAKE CTS	11	c	a	b	c	a	b	a	b	a	no	c	More Time for Project
	12	d	a	b	d	b	c	a	c	c	no	c	More Time for Project
	12	e	f	c	d	c	c	d	e	c	no	c	More Time for Project

GIRLS


TOTAL: 20
TOOK CT8
18 GIRLS
DID NOT TAKE CT8
2 GIRLS
GRADE LEVEL
9 = 2
10 = 4
11 = 6
12 = 6
GRADE LEVEL
10 = 1
12 = 1

GIRLS WHO TOOK CTS

GRADE LEVEL \ QUESTIONS #	3	4	5	6	7	8	9	10	11	12	13	14 (Comments)
9	c	a	b	b	c	b	d	b	c	yes	b	drop method of
9	h	a	b	b	c	c	c	b	c	yes	c	evaluation
10	c	b	b	c	a	a	a	d	c	yes	a	drop method of
10	c	a	a	d	c	b	b	c	a	yes	a	evaluation
10	c	a	b	d	a	b	a	c	c	yes	b	drop samples
10	c	a	b	d	b	b	a	c	c	yes	c	
11	c	a	a	d	b	b	b	c	c	yes	a	more time for projects
11	c	a	b	d	c	b	a	c	c	yes	b	drop method of
11	b	a	b	d	a	b	b	c	c	yes	b	evaluation
11	c	a	c	d	a	b	b	a	c	no	a	drop samples
11	c	a	c	c	c	b	c	a	c	no	c	drop licencing
11	h	a	b	d	c	b	b	d	c	yes	d	
12	c	a	c	d	b	c	a	d	c	yes	c	
12	f	a	c	d	c	c	b	a	a	no	b	faster pace
12	c	b	a	d	a	c	a	c	a	yes	b	and more time
12	h	a	b	d	e	b	d	b	c	yes	b	for projects
12	h	a	d	d	a	c	a	a	c	no	c	
12	h	a	a	d	a	a	b		c	yes	a	

GIRLS WHO DID NOT TAKE CTS

QUESTIONS # / GRADE LEVEL	3	4	5	6	7	8	9	10	11	12	13	14 (Comments)
10	h	a	b	c	a	b	c	b	c	yes	b	more time for projects
12	h	a	d	a	b	c	b	a	c	no	d	drop method of evaluation

		GIRLS	BOYS	TOTAL	
8.	a	2	0	2	
	b	12	4	16	
	c	6	2	8	
	d	0	0	0	
	e	0	0	0	TOTAL 26
9.	a	7	2	9	
	b	8	1	9	
	c	2	0	2	
	d	2	2	4	
	e	1	1	2	TOTAL 26
10.	a	6	0	6	
	b	4	3	7	
	c	4	2	6	
	d	3	0	3	
	e	3	1	4	
	f	0	0	0	TOTAL 26
11.	a	3	1	4	
	b	0	0	0	
	c	17	5	22	TOTAL 26
12.	Yes	15	1	16	
	No	5	5	10	TOTAL 26
13.	a	5	0	5	
	b	8	0	8	
	c	5	6	11	
	d	2	0	2	
	e	0	0	0	TOTAL 26
Comment 14.	Made... 17		5	22	
	Not Made ... 3		1	4	TOTAL 26

BOYS

	GRADE LEVEL	5	8	13
WHO TOOK CTBS	9	d	b	c
	10	b	b	c
	11	b	b	c
WHO DID NOT TAKE CTBS	11	c	c	c
	12	b	c	c
	12	b	b	c

GIRLS WHO TOOK CTB

QUESTIONS # / GRADE LEVEL	5	8	13
9	b	b	b
9	b	c	c
10	b	a	a
10	a	b	a
10	b	b	b
10	b	b	c
11	a	b	a
11	b	b	b
11	b	b	b
11	c	b	a
11	c	b	a
11	b	b	d
12	c	c	c
12	c	c	b
12	a	c	b
12	b	b	b
12	d	c	c
12	a	a	a

GIRLS WHO DID NOT TAKE CT 8

QUESTIONS # / GRADE LEVEL	5	8	13
10	b	b	b
12	d	c	d

APPENDIX D

Pilot Study

Data based on geographic region --------- p.98

Data based on years of teaching experience ---------- p.103

Questionnaire ---------- p.104.

PILOT STUDY

BACKGROUND: A total of 40 home economics teachers from five different geographic regions in the province were sampled. Fifty percent of these teachers responded to the questionnaire.

DATA BASED ON GEOGRAPHIC REGION: Table 1 shows the answers of respondents from each geographic region. Answers to questions 9, 13 and 15 are attached to Table 1 and show the responses from each geographic area.

DATA BASED ON YEARS OF TEACHING EXPERIENCE: Table 2 shows the percentage responses of home economics teachers with "more" and "less" teaching experience. Their answers to questions 9, 13 and 15 are attached to Table 2.

TABLE 1 - DATA BASED ON GEOGRAPHIC REGION

QUESTIONS	1	2	3	4	5	6	7	8	10	11	12	14
GEOGRAPHIC REGION	avg. yrs.	avg. yrs.	%	%	%	%	%	%	%	%	%	%
Fraser Valley Greater Vancouver (White)	12.6	11.4	Y=60 N=40	Y=100 N=0	a=40 d=60	Y=40 N=60	Y=0 N=100	R) Y=40 N=60 I) Y=40 N=60	Y=60 N=40	a) Y=100 N=0 b) Y=20 N=80 c) Y=40 N=60 d) Y=60 N=40 e) Y=20 N=80 f) - 0	Y=40 N=60	a) Y=80 N=20 b) Y=20 N=80 c) Y=0 N=100 d) Y=40 N=60 e) Y=0 N=100 f) - 60
Okanagan-Mainline Cariboo (Pink)	10	10	Y=100 N=0	Y=100 N=0	d=100	Y=66.6 N=33.3	Y=0 N=100	R) Y=100 N=0 I) Y=100 N=0	Y=0 N=100	a) Y=33.3 N=66.6 b) Y=0 N=100 c) Y=33.3 N=66.6 d) Y=0 N=100 e) Y=33.3 N=66.6 f) -0	Y=333 N=666	a) Y=100 N=0 b) Y=0 N=100 c) Y=33.3 N=66.6 d) Y=33.3 N=66.6 e) Y=0 N=100 f) -100
West Kootenay East Kootenay (Blue)	8.5	7.5	Y=83.3 N=16.6	Y=83.3 N=16.6	a=16.6 c=16.6 d=16.6	Y=66.6 N=33.3	Y=50 N=50	R) Y=833 N=166 I) Y=833 N=166	Y=50 N=50	a) Y=50 N=50 b) Y=0 N=100 c) Y=33.3 N=66.6 d) Y=16.6 N=83.3 e) Y=33.3 N=66.6 f) -50	Y=666 N=333	a) Y=100 N=0 b) Y=16.6 N=83.3 c) Y=16.6 N=83.3 d) Y=50 N=50 e) Y=0 N=100 f) -100

TABLE 1 - DATA BASED ON GEOGRAPHIC REGION

QUESTIONS	1	2	3	4	5	6	7	8	10	11	12	14
Northern Interior Peace River (yellow)	5.2	4	Y=66.6 N=33.3	Y=100 N=0	c=33.3 d=66.6	Y=100 N=0	Y=33.3 N=66.6	R) Y=666 N=333 I) Y=333 N=666	Y=0 N=100	a) Y=33.3 N=66.6 b) Y=33.3 N=66.6 c) Y=33.3 N=66.6 d) Y=0 N=100 e) Y=33.3 N=66.6 f) -33.3	Y=333 N=666	a) Y=66.6 N=33.3 b) Y=0 N=100 c) Y=0 N=100 d) Y=33.3 N=66.6 e) Y=0 N=100 f) -66.6
Vancouver Island S. Vancouver Island N. (green)	9.3	7	Y=100 N=0	Y=100 N=0	c=33.3 d=66.6	Y=33.3 N=66.6	Y=33.3 N=66.6	R) Y=666 N=333 I) Y=333 N=666	Y=33.3 N=66.6	a) Y=66.6 N=33.3 b) Y=33.3 N=66.6 c) Y=33.3 N=66.6 d) Y=33.3 N=66.6 e) Y=33.3 N=66.6 f) -0	Y=666 N=333	a) Y=33.3 N=66.6 b) Y=33.3 N=66.6 c) Y=0 N=100 d) Y=0 N=100 e) Y=0 N=100 f) -33.3
TOTAL	9.4	8.25	Y=80 N=20	Y=95 N= 5	a=15 c=15 d=70	Y=60 N=40	Y=25 N=75	R) Y=70 N=30 I) Y=60 N=40	Y=35 N=65	a) Y=60 N=40 b) Y=15 N=85 c) Y=40 N=60 d) Y=25 N=75 e) Y=30 N=70 f) -20	Y=50 N=50	a) Y=80 N=20 b) Y=15 N=85 c) Y=10 N=90 d) Y=35 N=65 e) Y=0 N=100 f) -75

ADDITION TO TABLE 1

QUESTION #9

COMMENTS: White :
-simpler projects to encourage interest
-encourage time saving methods
-depends on choice of projects
-adapting projects
-needs to be modified
-Frostline Kits-emphasize outdoor wear projects

Pink :
-depends on teacher adapting to boys' projects
-depends on teacher
-teacher's approach
-project choice

Blue :
-adaptation for boys
-fast, short projects

Yellow :
-teach to modify
-downplay fitting theory and measurements
-liberal use of knitted fabrics
-not enough scope

Green :
-more use of recreational and sports sewing which is acceptable for boys and girls
-quick and easy methods
-not all projects need be garments

TOTAL

(50%) 10 Comments re: adapting projects.
(20%) 4 Comments re: teacher's approach and adaptation of course.
(10%) 2 Comments re: teaching time saving methods.
(5%) 1 Comment re: downplay of fitting and measurement theory.
(5%) 1 Comment re: liberal use of knitted fabrics.

ADDITION TO TABLE 1

QUESTION #13

COMMENTS: White: (2) -more practical and less theory
-use time saving techniques
-more P.R. to promote awareness of course offerings
-no more new elective courses offered
-students required to take more electives
-introduce Life Skills 8 for both boys and girls

Pink : -double blocking to accomplish more work
-promote program
-get counsellors on your side

Blue : -get boys in if we can
-give wide choice of projects
(2) -good in-school promotion
-displays and fashion shows
-course counselling
-do a good job with grade 8's so they will return
-shorter projects

Yellow : -revision of Home Economics image
-update to make Home Economics relevant to today's student
-make very easy projects at first
-use easy techniques
-require less samples

Green : -fast and easy sewing projects
-more P.R. by teacher
-quick techniques

TOTAL

(40%) 8 Comments re: promotion of courses.
(15%) 3 Comments re: time saving techniques.
(15%) 3 Comments re: fast and easy beginning projects.
(10%) 2 Comments re: more emphasis on the practical and less on theory.

ADDITION TO TABLE 1

QUESTION #15

COMMENTS: White:
- -forced me to consider relevancy of my course and to make practical changes
- -any boy who wants C.T. should be able to take it, but not forced to do so as creates poor learning environment - then girls' learning suffers too
- -glad to do this

Blue :
- -good questionnaire(2 identical comments)
- -well done!
- -hope we get boys in
- -funny age to try to get boys in when they are establishing their masculinity
- -thanks for including me
- -we need to assess future of Home Economics
- -more damage to equipment with unruly boys
- -boys are stressful
- -what is the purpose of the questionnaire

Yellow :
- -re-word question #3

Green :
- -have fun!

TABLE 2 - DATA BASED ON YEARS OF TEACHING EXPERIENCE

Questions	3	4	5	6	7	8	10	11	12	14
	%	%	%	%	%	%	%	%	%	%
respondents with less than 9.4 yrs of teaching experience	Y=92 N= 8	Y=100 N=0	c)25 d)75	Y=66.6 N=33.3	Y=25 N=75	R) Y=66.6 N=33.3 I) Y=66.6 N=33.3	Y=33.3 N=66.6	a) Y=58 N=42 b) Y=25 N=75 c) Y=33.3 N=66.6 d) Y=25 N=75 e) Y=33.3 N=66.6 f) -33.3	Y=33.3 N=66.6	a) Y=83.3 N=16.6 b) Y=25 N=75 c) Y= 8 N=92 d) Y=33.3 N=66.6 e) Y=0 N=100 f) -75
respondents with more than 9.4 yrs of teaching experience	Y=62.5 N=37.5	Y=87.5 N=12.5	a)375 d)625	Y=62.5 N=37.5	Y=25 N=75	R) Y=75 N=25 I) Y=62.5 N=37.5	Y=37.5 N=62.5	a) Y=62.5 N=37.5 b) Y=0 N=100 c) Y=50 N=50 d) Y=25 N=75 e) Y=25 N=75 f) -0	Y=75 N=25	a) Y=75 N=25 b) Y=0 N=100 c) Y=12.5 N=87.5 d) Y=37.5 N=62.5 e) Y=0 N=100 f) -75

a) 9.4 yr. = average years of teaching experience of all respondents.

b) 12/20 =60% = of the respondents had less than 9.4 years of teaching experience (ranging from 1 year to 9 years with 5 years being their average).

c) 8/20 =40% = of the respondents had more than 9.4 years of teaching experience (ranging from 10 years to 24 years with 15.8 years being their average).

ADDITION TO TABLE 2

QUESTION #9

Respondents with less than 9.4 years of teaching experience:

-(66.6%)8 had no recommendations
-(33.3%)4 had these recommendations:
-less fitting theory
-liberal uses of knitted fabrics
-(a) inclusion of quick and easy methods
-(a) not all projects would have to be clothes, but rather emphasize outdoor wear projects.

Respondents with more than 9.4 years of teaching experience:

-(87.5%)7 had no recommendations
-(16.6%)1 had these recommendations:
-more simple projects
-time saving methods

QUESTION #13

Respondents with less than 9.4 years of teaching experience:

-(25%) 3 had no recommendations
-(75%) 9 had these recommendations:
-revision of Home Economics image
-make Home Economics more relevant to today's student
-get the boys in if we can
(1)-good in-school promotion
(2)-time saving sewing techniques
-do well with Grade 8's so they will return
(4)-fast and simple projects
-definitely not a lowering of standards
-hands on approach with theory incorporated into practical work

Respondents with more than 9.4 years of teaching experience:

-(37.5%) 8 had these recommendations:
-double blocking
-more practical/less theory
-quick techniques
(2)-promotion of course offerings
-introduce Life Skills 8 for both boys and girls
-wide project choice
-no more new electives offered
-students required to take more electives

ADDITION TO TABLE 2

QUESTION #15

Respondents with less than 9.4 years of teaching experience:

-(33.3%) 4 had no comments
-(66.6%) 8 had these comments:
- -good questionnaire
- -difficult age to get boys in when they are establishing their masculinity
- -what is the purpose of this questionnaire
- -have fun!
- -I reworded question #3
- -I would like the data on declining enrolment
- -I haven't had a chance to teach boys in a CT9 class yet
- -My experiences have varied with schools

Respondents with more than 9.4 years of teaching experience:

-(50%) 4 had no comments
-(50%) 4 had these comments:
- -glad to do this
- -has made me consider relevancy of my course and make practical changes
- -good questionnaire
- -need to assess future of Home Economics
- -more damage to equipment with unruly boys
- -any boy who wants CT should be able to take it, but not forced to do so as creates poor learning environment - then girls' learning suffers too
- -well done!
- - boys are stressful

CO-ED CLOTHING & TEXTILES AT THE GRADE 9 LEVEL

Questionnaire

1. How many years of teaching experience do you have? _____

2. How many years have you taught clothing & textiles at the grade 9 level? _____

3. Do you believe clothing & textiles is as worthwhile for boys to learn as it is for girls to learn? Yes / No

   Explain: _____

4. Are you personally willing to teach clothing & textiles to boys as well as girls? Yes / No

   Why or Why not? _____

5. It is best to teach clothing & textiles 9 to (circle one of the following): -

   a) girls only
   b) boys only
   c) both girls and boys but in separate classes
   d) both girls and boys in mixed classes.

   Why? _____

6. At your school, do both boys and girls take clothing and textiles at the GRADE 8 level? Yes / No

   Why or Why not? _____

7. Does your school presently have boys enrolled in clothing & textiles course(s) BEYOND Grade 8? Yes / No

   a) If "Yes", which course(s) _____

      i) Why do you believe this is? _____

   b) If "No", why do you suppose not? _____

8. Do you believe the present clothing and textiles 9 course as prescribed by the Ministry to be:

   a) relevant to both sexes? Yes / No

   b) interesting to both sexes? Yes / No

   Explain. _____

9. If you answered "no" to question 3 above, what changes would you recommend to make clothing & textiles 9:

   a) relevant to both sexes? _____

   b) interesting to both sexes? _____

10. Do you modify the prescribed curriculum for clothing and textiles at the grade 9 level as set out in the Ministry's Curriculum guide? Yes No

a) If "Yes", briefly describe the modication(s) you make:

i) in course content _____

_____

_____

ii) in construction techniques _____

_____

_____

iii) in methodology _____

_____

_____

iv) other _____

_____

_____

11. Do you believe there is a need for the following items to help teachers teach co-ed clothing & textiles 9?

a) special teaching materials? Yes No

Describe: _____

_____

b) more sewing equipment? Yes No

Describe: _____

c) special resources? Yes No

Describe: _____

_____

d) a revised curriculum guide? Yes No

Describe: _____

_____

e) special facilities? Yes No

Describe: _____

_____

f) other? Describe: _____

_____

12. Is declining enrollment occurring in clothing & textiles courses in your school? Yes No

If "Yes":

a) in which course(s)? _____

b) Why do you believe this is? (circle your choice(s)):

i) girls are becoming bored with the traditional clothing & textiles courses

ii) French 11 as a university requirement is affecting enrollment in senior textiles courses

iii) other electives are more enticing to students

iv) the curriculum does not appeal to boys.

v) other _____

_____

13. What would you recommend to remedy declining enrollment in clothing & textiles? _____

_____

_____

14. Are you willing to participate further in this study by:

a) answering another questionnaire	Yes	No
b) helping to compile the data	Yes	No
c) helping to analyze the data	Yes	No
d) sharing your curriculum	Yes	No
e) typing and other secretarial functions	Yes	No

If you answered "Yes" to any of the above, please give your name and address:

_____

_____

_____

_____

15. Do you have any general comments about this questionnaire or your response to it?

_____

_____

_____

Thank you for taking the time to fill this out. Have a happy Summer!

APPENDIX E

Needs Assessment Survey

For

Co-ed Clothing and Textiles Courses in British Columbia

Cover Letter ---------- p.110

Teacher Questionnaire ---------- p.111

Open-ended Comments to Questions 33, 45 and 61 ---------- p.115

ASSESSMENT OF THE NEED FOR CO-ED CLOTHING AND TEXTILES COURSES IN BRITISH COLUMBIA

Summerland Secondary School
P.O. Drawer 3000
Summerland, B.C. V0H 1Z0
494-6581

or

#205 - 335 Churchill Avenue
Penticton, B.C.
V2A 1C9
493-2236

82.02.07

Dear

The enclosed questionnaire is being sent to randomly selected THESA members throughout the province in order to assess the need for co-ed clothing and textiles courses in B.C. The results of this survey will provide information for curriculum planning in the area of clothing and textiles.

Financial support for the study has been provided through grants from the Educational Research Institute of B.C. (ERIBC) and THESA. The results will be shared with the Ministry of Education and the findings in aggregate will be published in a report to ERIBC and in the THESA newsletter.

Even if you are NOT INTERESTED in clothing and textiles courses, please take ten minutes to respond to parts I and V and return the questionnaire in the enclosed stamped envelope as soon as you can.

Your participation in this study is extremely important since it is not often that funding can be obtained for a study of this size in the area of Home Economics. Completion of the entire questionnaire requires fifteen minutes. Your time and cooperation is greatly appreciated.

If you require further information, please contact me at either of the above addresses.

Thank you for participating,

Maureen Picone
(Home Economics Teacher)

MP/bs
enclosures

ASSESSMENT OF THE NEED FOR CO-ED CLOTHING AND TEXTILES COURSES IN BRITISH COLUMBIA

PART I

Topic To Be Considered: Should co-ed clothing and textiles courses be taught in the schools?

Description of the Topic: Co-ed clothing and textiles courses would be designed to be of interest to both sexes as are other subjects in the school curriculum. The elements of design (colour, line, texture); wardrobe planning for both sexes; basic performance characteristics of textile fibres; clothing care and labelling; clothing construction techniques; garment alterations; mending techniques; and clothing consumerism would be taught.

REASONS	A. A REASON WHY WE SHOULD HAVE THIS COURSE (tick)	A. (rank)	B. A REASON WHY WE SHOULD NOT HAVE THIS COURSE (tick)	B. (rank)	C. A REASON WHICH IS NOT TRUE OR DOES NOT APPLY (tick)
1. Boys and girls would be together in the same class					
2. Clothing & textiles teachers would have to change their methods of teaching to accommodate boys					
3. The course content would have to be modified to become relevant to both sexes					
4. The workload of clothing & textiles teachers would increase					
5. Clothing & textiles teachers would have to create their own resources and teaching aids					
6. Clothing & textiles teachers would require additional inservice workshops in order to teach a co-ed program					
7. Offering clothing & textiles courses which are of interest to both sexes would increase the number of students enroled in this subject area					
8. Boys are unruly & therefore more difficult to teach than girls					
9. More equipment damage would take place					
10. There is not adequate employment opportunity for boys in the area of clothing & textiles					
11. Boys are inherently disinterested in clothing & textiles					
12. The changing roles of the male as related to personal, home & family life have increased the need for boys as well as girls to have formal educational experiences in home & family living					
13. Boys are not willing to spend the time necessary to complete a sewing project					
14. Taking clothing & textiles courses would help boys as well as girls to improve their motor skills					
15. Taking clothing & textiles courses would help boys as well as girls achieve self-satisfaction by constructing a sewing project					
16. Problems in timetabling would have to be resolved					
17. The support of school administrators would be required					
18. Parental attitude toward a co-ed course would be negative					
19. Societal pressures toward traditional sex roles would have to be repealed					
20. Other: _____					
_____					

INSTRUCTIONS

a) Beside each of the reasons listed at the left, place a tick (✓) in either column A, B, or C.

b) Add any additional reasons which you consider relevant (question 20). Beside *EACH* of these additional reasons place a (✓) in *EITHER* column A, B or C.

c) Read over all the reasons you ticked in column 'A'. Determine the reason you consider to be the MOST IMPORTANT and place a "1" beside it in the column labelled (rank). Place a "2" beside the reason in column 'A' which you consider to be the second most important, and a "3", "4" and "5" beside the third, fourth and fifth most important reasons. Do NOT place a number beside any of the other ticks you have in column 'A'. If you have fewer than five ticks in column 'A' (e.g. only two ticks), then place a "1" beside the more important of the two and a "2" beside the less important reason.

d) Read over all the reasons you ticked in COLUMN 'B' and repeat the "1", "2", "3", "4", "5" ranking procedure explained in (c) above.

e) Read over the reasons you marked in column 'A' as important reasons why CO-ED CLOTHING & TEXTILES SHOULD be taught in the schools, and those reasons why CO-ED CLOTHING & TEXTILES SHOULD NOT be taught in the schools (column 'B').
On the basis of these reasons you have read over (both reasons why we SHOULD and SHOULD NOT teach co-ed clothing & textiles in the school) please indicate whether you agree or disagree with the following statement:

21. Co-ed clothing & textiles should be taught in the schools.

I agree ____ I disagree ____

How much do you agree or disagree?

22. Very much agree _____
Somewhat agree _____
Slightly agree _____

23. Slightly disagree _____
Somewhat disagree _____
Very much disagree _____

If you checked "I DISAGREE" in question 21 above, please skip to PART V and complete that section ONLY.

If you checked "I AGREE" in question 21 above, please complete the remainder of the questionnaire.

PART II

FACTORS WHICH WOULD INCREASE MALE ENROLMENT IN CLOTHING & TEXTILE COURSES

At present boys are not enroling in significant numbers in clothing and textiles courses in British Columbia. Below is a list of factors which may help to increase their enrolment. Please circle the number which best reflects the degree of increase in male enrolment which you believe would result from each of these factors.

FACTORS	HIGH INCREASE	MEDIUM INCREASE	LOW INCREASE	NO INCREASE	UNDECIDED
24. Receiving encouragement from parents to enrol in a co-ed clothing & textiles course.	5	4	3	2	1
25. Receiving encouragement from school counsellors to enrol in a co-ed clothing & textiles course.	5	4	3	2	1
26. Having previous experience in clothing and textiles courses (e.g. Life-Skills 8).	5	4	3	2	1
27. Becoming aware of the co-ed clothing and textiles curriculum (e.g. through co-ed fashion shows, co-ed project displays, career booths, etc.)	5	4	3	2	1
28. Becoming aware of employment opportunities for males in the area of clothing and textiles.	5	4	3	2	1
29. Being allowed to construct sewing projects which are of interest to boys.	5	4	3	2	1
30. Being in 'mixed' classes of both boys and girls.	5	4	3	2	1
31. Being in separate classes for each sex.	5	4	3	2	1
32. Changing the course title to invoke a 'co-ed' rather than a 'feminine' image.	5	4	3	2	1

33. Please list any additional factors which you believe would increase male enrolment in clothing and textiles courses.

_____

_____

PART III

RECOMMENDATIONS FOR COURSE CONTENT IN CO-ED CLOTHING & TEXTILES

Below is a list of recommendations which may be followed when teaching co-ed clothing and textiles courses. Please circle the number which best reflects the degree of importance you place on each recommendation.

RECOMMENDATIONS	STRONGLY AGREE	AGREE	UNCERTAIN	DISAGREE	STRONGLY DISAGREE
34. Decrease emphasis on fitting and measurement.	5	4	3	2	1

35. Increase emphasis on practical work and decrease emphasis on theory.	5	4	3	2	1
36. Increase the use of knitted fabrics.	5	4	3	2	1
37. Increase the use of outdoor wear and recreational projects.	5	4	3	2	1
38. Increase the use of commercial clothing and equipment kits (e.g. Daybreak Kits, Frostline Kits, etc.).	5	4	3	2	1
39. Teach theory which is relevant to both sexes (e.g. wardrobe planning for teenage boys and girls).	5	4	3	2	1
40. Teach time-saving sewing techniques.	5	4	3	2	1
41. Teach constructions techniques for garments worn by men as well as women (e.g. fly zipper).	5	4	3	2	1
42. Teach fast and easy beginning projects.	5	4	3	2	1
43. Allow students to choose their own sewing projects.	5	4	3	2	1
44. Allow students to participate in the evaluation and grading of their own sewing projects.	5	4	3	2	1

45. Please list any additional recommendations for the curriculum content of co-ed clothing and textiles courses.

_____

_____

PART IV

RESOURCES NEEDED TO TEACH CO-ED CLOTHING & TEXTILES COURSES

Below is a list of resources which a clothing and textiles teacher may require in order to teach a co-ed program. Please circle the number which best reflects the degree of need you place on each resource.

RESOURCES	STRONG NEED				NO NEED
46. Teaching materials that visually depict males as well as females.	5	4	3	2	1
47. Textbooks that are appropriate for both sexes.	5	4	3	2	1
48. Teaching aids that are appropriate for both sexes.	5	4	3	2	1
49. Teaching materials on wardrobe planning for males.	5	4	3	2	1

	STRONG NEED		to		NO NEED
50. A greater variety of patterns for boys in commercial pattern books.	5	4	3	2	1
51. A greater selection of easy-to-make patterns for boys in commercial pattern books.	5	4	3	2	1
52. A greater selection of sports equipment patterns in commercial pattern books.	5	4	3	2	1
53. A pattern collection of sewing projects which are suitable for both boys and girls.	5	4	3	2	1
54. Separate fitting rooms for boys and girls.	5	4	3	2	1
55. Heavy-duty sewing machines for constructing recreational projects.	5	4	3	2	1
56. Money from the school board to subsidize the cost of fabric for students in clothing and textiles courses; much the way the school board subsidizes the cost of food for students in foods and nutrition courses.	5	4	3	2	1
57. Inservice workshops for clothing and textiles teachers to learn short-cut construction techniques.	5	4	3	2	1
58. Inservice workshops for clothing and textiles teachers to learn fitting techniques for the male figure.	5	4	3	2	1
59. Inservice workshops for clothing and textiles teachers to obtain suggestions on how to conduct a co-ed clothing and textiles program.	5	4	3	2	1
60. A curriculum guide which outlines the course content and suggests learning activities for a co-ed program.	5	4	3	2	1

61. Please list any additional resources that you believe a clothing & textiles teacher would require in order to teach a co-ed program.

_____

_____

PART V — PERSONAL INFORMATION

62. Do you teach a clothing and textiles course sometime during this school year?

Yes _____ Not Sure _____ No _____

63. Are you personally willing to teach boys as well as girls?

Yes _____ Not Sure _____ No _____

64. How may years have you taught Home Economics? (include this year as one complete year).

2 yrs. (or less) _____ 3 - 8 yrs. _____ 9 - 14 yrs. _____ 15 - 20 yrs. _____ 21 yrs. (or more) _____

Thank you for your time and co-operation. Please return the questionnaire in the enclosed stamped envelope.

Open-Ended Comments

Responses to Item 33 - Other Factors Which Would Increase Male Enrolment in Clothing and Textiles Courses [1]

A. From respondents who are presently teaching clothing and textiles courses.

- To be pre-requisite for pre-career program (e.g. tailoring, fashion design).

- By giving it more of a "male" image, i.e. - machine mastery. Stressing the fact that many fashion designers are men. Also the practical, money-saving factor of "making your own." Add a section on car upholstering!

- Encouragement from textiles teachers & counsellors is of utmost importance.

- I believe it would be beneficial to have two streams of CT: one for the keen talented students who wish to pursue ct courses at the sr. grades and another stream for those students who wish to learn basic skills and construct more simple projects. Therefore, the co-ed issue would be more easily resolved. The concept can be likened to basic math vs. academic math ect.

- Male home economics teachers to act as role models. Male outfits & projects prominently displayed in school show cases etc.

- Peer pressure & fewer choices for electives is a factor at the senior level.

---

[1] Comments were not edited for spelling or grammar

- Kids sign up for electives that their peers take. If one had compulsory HEc.8 Coed, then teachers would be able to "sell" future courses to boys.

- Time & opportunity not making males special.

- All grade 8 students take all foods, tv, wood, metal, art, drama, music

- Peer approval; peer disaproval is high. At a time when kids are just becoming sexually aware, it is more acceptable for a girl to be "liberated" in shop courses than for a boy to be effeminate in clothing. Logic does not seem to overide emotion. Parental suport also tends to be low.

- A swing from administrative views that CT is frivolous etc. & have support from them to change & encourage teachers, counsellors etc. to view CT as providing important life skills.

- Part of the cost of the materials needed be subsidized. A course that is half a year in length.

- From my experience in teaching Life Skills, I'm afraid we may be losing some of the girls in successive courses. I think they are very keen to make their own clothing & the co-ed type projects we do in L.S.8 does not spark this interest.

- Number #27 for sure

- #26 have shown no increase since offering LS for 3 yrs.

- #29 - Projects are of interest to boys

- Attitude of teachers towards co-ed courses - enthusiasm - and motivation responsibility of teachers

- Breaking the ice with a sinificant number of boys - we currently have 2 other than grade 8 and they were not motivated by our co-ed Gr.8 last year.

- Use of a male guest demonstrators. A whole new course with non-sexist clothing sewing projects (ie back packs, sweat suits etc) need to be initiated and really "sold"

- Success from previous CT courses

- Encouragement from Home-Ec teacher

- A lifeskills 8 program involving 1 simple project would be better for Boys Gr.8 - than enrolling in Hom Ec 8 which involves 2 projects. Those who aren't interested are really discipline problems by the end of 2.

- Half yr. clothing and ½ yr Fn course are being asked for lower level by bothe boys & girls.

- All our courses are open to boys but there are so many other subjects bidding for their enrollment that only a boy with a real intense would enroll at senoir 1 level

- Having taught Gr.8 sewing Co-ed, I'm very much against boys taking sewing in Gr.8. The way its now set up in the curriculum I believe Gr.8 sewing should be a mini course for both sexes. Gr.9 to now being the current Gr.8 and a Gr.10 course set up so we don't lose so many students between 9 and 10.

- Great deal more peer approval & change in peer attitude (both male & female) re: boys in "sewing."

- Male home economics teachers as role models.

B. From respondents who are not presently teaching clothing and textiles courses.

- Society's attitudes; Area in which the school is in - i.e. a logging community.

- If the subject was presented by staff (teachers, counsellors, administrators) to students as being Co-educational and it was perfectly normal for boys to take it, over a short period of time I believe fellows would enrol the way they do in F.N. classes. In other words keep it low key.

- Motivation from aspect of personal wardrobe & hobbies rather than employment opportunities would be key to success of new courses.

- Male teachers (maybe on a team teaching format).

- Male teachers.

- Male textiles teacher.

Males involved in the Textile/Clothing Industry - all phases, including marketing, sales, design, factory room worker etc.

- Making it compulsory. Our Grade 8 classes are all co-ed and for 4/5 of the year they all take: sewing/cooking/drafting/ woodwork/electricity (?). It works.

- Some type of short introductory program at the elementary level. (For example to parallel the Dairy Foundation program in nutriction)

- A start is needed especially for the 'ring leaders' in the school. Once a few key, popular male leaders are involved, rest will tend to follow.

- I don't believe high enrollment of boys should be our goal but rather an appropriate course that reaches those inclined to CT.

- In our area, macho is big. I can't see many boys at all taking sewing - except perhaps making upholstery for their cars or camping equipment because they'd be ridiculed. Boys aren't interested in fashion - they wear jeans t-shirts, western shirts, nothing with much fashion detail.

- If somehow peer group opinion about boys sewing clothes could be changed.

- Must remove the idea of it being for "girls". Must have peer approval.

- Positive teacher attitude would be vital to the success of these courses.

- A male teacher! or the encouragement of male teachers within the school - could frequently drop into the class & show he knows how to sew too!

Responses to Item 45 - Other Recommendations for Course Content in Co-ed Clothing and Textiles [1]

A. From respondents who are presently teaching clothing and textiles courses.

- What about creating a challenge for the talented students

- Why not make CT an integral part of a compulsory Life Skills course (ie. in grade 8) for both boys & girls).

- Yes boys should feel free to enrol in CT. courses, & therefore the content should be made appealing, but do not allow this goal to interfere with the existing programs.

- Don't get hung up on tiny details - it turns off both sexes in any course - especially if grade 8's.

- Allow student to select his/her own sewing project within the framework of the curriculum, the ability of the student, & the recommendations of the teacher.

- Consumerism - buying jeans, socks etc.

- I feel we may have to start with bachelor sewing courses - to overcome male ego feelings etc. about CT. then phase into co-ed. The ministry however has clamps on that with the "everything must be co-ed" dictum.

- Teach in a non-sexist way, whether males are there or not doesn't matter.

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[1] Comments were not edited for spelling or grammar.

- 40 - 44 should be taught in any respect. Boys aren't as aware of fashion as girls and are less likely to buy their own clothes. They just don't see a need for CT courses. They reap no immediate reward.

- #41 is already being taught.

- #44 is being done as well throughout all my classes.

- All of your suggestions would improve the classes for the girls - from their point of view.

- #41 - Don't think it is practical to make men's pants - as styles are at present.

- #43 - Desirable but impractical with present class sizes.

- #44 - Have tried both methods of evalution and I don't think it makes any difference.

- exclude samples - students find it boring and irrelevant.

- #43 should be choosing projects within range of student ability in consultation with teacher. Perficncy level should indicate this & I can see needing Kits for low low level students should be told in Sept. that they earn their choice of level. It works.

- Keep the cost as low as possible.

- Socio-economic background would influence the course content (i.e. ques. #38)

- #39, 41, 41, 42, 43, 44 - All already done when basic techniques are learned or during basic techniques.

- I think this would be a course separate from present program.

B. From respondents who are not presently teaching clothing and textiles courses.

- Field trip on industrial equipment, pattern design, quantity fabric cutting

- Skill content of course needs little change - actual garments made & resources used needs change.

- Decrease any theory on wardrobe design & fitting, line & colour to body type. Make the course as practical as possible.

- Amount of theory would depend on level & type of course. Theory should be restricted to what is being taught practically at lower level and increase amount of theory at higher levels as these will be more serious students.

- I think we might get more girls as well as boys to consider sewing courses if we de-emphasize theory, time saving techniques, recreational equip. etc. I think mending is very useful to both sexes. Mending & alterations should be taught more.

- In relation to #43. From my experience students like choises.

- Info. on fashion designers - greater emphasis on the large role of men in the "designer fashion" world. Pattern books emphasize this a little.

- Decrease emphasis on art priciples of choosing clothing as a main criteria besides the practical ones. Add the significance the clothing and grooming as in the "Dress for Success" books & others. Very practical for both sex & could make great discussions & projects.

Responses to Item 61 - Other Resources Needed to Teach Co-ed Clothing and Textiles Courses [1]

A. From respondents presently teaching clothing and textiles courses.

- The current (curriculum) guide was written to be for either sex. As it is only a guide - perhaps a resource book based on the guide is more relevant.

- A means of sharing resources & ideas that have worked for some teachers.

- Workshop on care & use of heavy duty machines & pressure steam irons.

- Boys are fun to work with. I find it difficult to understand why so many HEc teachers get so upset about co-ed classes. No one else does.

- Male guest speakers who have had experience in CT & who can bring projects suitable for boys & girls.

- A non-sexist attitude towards clothing & textiles. I sometimes feel Home Ec. teachers are there own worst enemy.

- Emphasize the practical - mending, repair, hems & men in field - designers, tailors etc. The problem is not resources available but getting boys to elect the course in the first place.

---

[1] Comments were not edited for spelling or grammar.

- Much smaller class sizes! Thesa must get involved in action toward this. It must be recognized how much more difficult it is to teach a co-ed class compared to our traditional all female classes.

- I presently teach a Co-Ed CT class.

- Patience & standards (not 'too high!)

- A room designed specifically for teaching the subject & sufficiently large to accomodate extra students

- Teaching materials on wardrobe planning for girls.

- Large desk for bigger bodies.

- A great idea for teaching the basic CT courses, but advanced courses should be taught separate - with a broader range of subject material for males.

- 1. A fitting room - with wooden walls and doors, not curtains.

2. A need for more money for machine repair, broken needles etc.

3. #56 should be available for the needy ones & our area has many in need at present. Keep projects simple. Let students add extra.

- exchange of ideas between teachers who have or will or interested in teaching sewing.

- Dst. #65 covers basic project costs of <u>every</u> course!

B. <u>From respondents who are not presently teaching clothing and textiles courses</u>.

- Encouragement from adult males that the boys respect - acceptance of sewing for boys by school populations.

- Not all of these items are needed at once but all could be helpful. It would be helpful to include upholstery, curtains, drapes, furs etc. as part of elective courses or at least have a guest speaker, field trips to see some potential use of sewing skills.

- A handsome sport-loving "withit" male teachers aide.

* no SG is probably one of the main reasons why there is a decline in F/C classes.

APPENDIX F

Teaching Resources for

Co-ed Clothing and Textiles Courses

Sewing Machine Operator's Licence ---------- p.127

Project Evaluation Scoresheets ---------- p.129

Course Requirement List for Co-ed
Clothing and Textiles 9 ---------- p.134

List of Possible Projects for Co-ed
Clothing and Textiles 9 ---------- p.136

Sewing Machine Operator's Licence

DATE STARTED

_____

NAME _____

BLOCK _____

SEWING MACHINE OPERATOR'S LICENCE

1. Winding the bobbin	
2. Threading the machine head	
3. Threading the bobbin case	
4. Inserting bobbin case	
5. Drawing up the bobbin thread	
6. Drop the feed dog.	
7. Position the needle to the far left. Never move the needle when it is _____? Why?	
8. Turn the stitch selection knob to medium width zig-zag.	
9. Turn the stitch selection knob to all straight stitches.	
10. Turn the stitch length regulator to average stitch length which is _____ and to basting stitch length which is _____.	
11. Set the machine to reverse stitch.	
12. Point to the Thread Take-Up Lever. It must be _____ before you start to thread the machine.	
13. Point to the presser foot. It must be _____ before you start to stitch.	
14. Point to the thread tension knob. It should be set at _____.	
15. This sewing machine needle is threaded from _____ to _____.	
16. Take out and replace the needle. Size _____ is the average needle size.	
17. Clean and oil the machine.	
18. Make the samples described on the back of this page.	
DATE COMPLETED _____ EXAMINER _____	

Project Evaluation Scoresheets

Scoresheet for Vest --------- p.130

Scoresheet for Pants -------- p.132

Scoresheet for Project of
Student's Choice --------- p.133

Name _____

Block _____

CLOTHING & TEXTILES

Scoresheet for: Vest

Date		Student's Mark	Teacher's Mark	Average Mark
	1. Suitable fabric for pattern			
	2. Pattern preparation			
	3. Alterations			
	4. Fabric preparation			
	5. Fabric layout			
	6. Fabric pinning			
	7. Fabric cutting			
	8. Marking(buttonholes and C.F. on right side)			
	9. Fabric staystitching			
	10. Fabric interfacing			
	11. Fabric darts			
	12. Prepare flaps			
	13. Stitch and trim flaps			
	14. Turn & press flaps & attach			
	15. Sew back seam of fabric			
	16. Sew shoulder seams of fabric			
	17. Lining preparation			
	18. Lining layout			
	19. Lining pinning			
	20. Lining cutting			
	21. Lining marking			
	22. Lining darts			
	23. Lining back seam			
	24. Lining shoulder seams			
	25. Pin lining to fabric			
	26. Trim 3 mm from lining			
	27. Hepin & sew neck edge and armholes			

page 2

Date		Student's Mark	Teacher's Mark	Average Mark
	28. Clip, notch and grade			
	29. Turn, roll seams & press			
	30. First fitting			
	31. Side seams & press open			
	32. Sew bottom of back, grade			
	33. Close opening with stitch-witchery			
	34. Button holes on right side			
	35. Buttons (machine)			
	36. Final press			
	37. Final fit and appearance			
	38. Time management			
	39. Ability to work on own			
	TOTAL			

Name _____
Block _____

Clothing & Textiles

Scoresheet for: PANTS

Date		Students	Teachers	Average
	1. Suitable fabric for pattern			
	2. Accurate body measurements			
	3. Pattern prep., measurements & alter			
	4. Fabric prep.			
	5. Layout-1" seam allowance if Nec.			
	6. Pinning			
	7. Cutting - except waistband			
	8. Marking - darts must be accurate			
	9. Staystiching			
	10. Zigzagging			
	11. Darts			
	12. Sew in zipper			
	13. Sew inseam (front and back legs together)			
	14. Sew crotch seam			
	15. FIRST FITTING (pin side seams)			
	16. Sew side seams			
	17. SECOND FITTING			
	18. Cut out waistband			
	19. Trim & finish crotch seam			
	20. Interface waistband			
	21. Attach waistband to skirt			
	22. Sew ends of band			
	23. Finish waistband			
	24. Closure			
	25. Hem			
	26. Final press			
	27. Final fit and appearance			
	28. Time management & pace			
	29. Ability to work on own			
	TOTAL			

Name _____

Block _____

CLOTHING & TEXTILES

Scoresheet for: _____

Date		Student's Mark	Teacher's Mark	Average Mark
	1. Suitable fabric for pattern			
	2. Pattern preparation			
	3. Alterations			
	4. Fabric preparation			
	5. Layout			
	6. Pinning			
	7. Cutting			
	8. Marking			
	9. Staystitching			
	10. Interfacing			
	11. Seam Finishing			
	12.			
	13. Students choose individual projects and therefore must fill in the steps of construction that are particular to their projects.			
	14.			
	15.			
	16.			
	17.			
	18.			
	19.			
	20.			
	21.			
	22.			
	23.			
	24.			
	25.			
	26.			
	27.			
	28.			
	29.			
	TOTAL			

Course Requirement List for

Co-ed Clothing and Textiles 9

COURSE REQUIREMENT LIST FOR CO-ED CLOTHING & TEXTILES 9

The following sewing techniques will be covered in this course:

1. Basic alterations (width. length, dart)_____
2. Staystitching _____
3. Fusing _____
4. Single dart _____
5. Stretch & sew _____
6. Interfacing _____
7. Lasso Loops _____
8. Machine buttonholes _____
9. Machine buttons _____
10. Hand buttons _____
11. Mock flat-felled seam _____
12. Patch a hole by hand _____
13. Edgestitching _____
14. Clean finish _____
15. Zigzag _____
16. Mend a tear with mending tape _____
17. Hem jeans by machine _____
18. Fly zipper _____
19. Patch pocket _____
20. Casing _____
21. Snaps _____
22. Velcro® fastener _____
23. Hemstitch with bias tape _____
24. Slipstitch _____
25. Topstitching _____

* Projects should be chosen keeping in mind the skills you are required to learn.

Most people will be able to complete three projects.

List of Possible Projects for

Co-ed Clothing and Textiles 9

List of Possible Projects for Co-ed Clothing and Textiles 9

Below are lists of possible projects which give students choice of:

a) Traditional "Male" Projects:

- Bow Tie
- Muscle Shirt
- Neck Tie
- Rugby Shirt
- Tank Top

b) Traditional "Female" Projects:

- Beach Cover-up
- Dress
- Ice-skating Dress
- Roller-skating Shorts
- Skirt
- Tennis Dress

c) Co-ed Projects:

- Back Pack
- Bath Robe
- Bathing Suit
- Belt Pack
- Bike Pack
- Blazer
- Book Pack
- Cross Country Ski Knickers
- Doggy Pack
- Down Booties
- Down Shirt
- Down Ski Jacket
- Down Vest
- Duffle Bag
- English Riding Jacket
- Fishing Vest
- Gaitors & Anklets
- Hammock
- Hockey Shirt
- Horse Blanket
- Hunting Vest
- Jogging Shorts
- Kangaroo Jacket
- Kites
- Leather Chaps
- Leather Vest with Fleece Lining
- Mountain Parka
- Pajamas
- Rain Slicker
- Shirt/Blouse
- Ski Mitts
- Slacks
- Sleeping Bag
- Sweat Pants
- Sweat Shirt
- Tennis Shorts
- Tennis Racket Cover
- Tent
- Track Suit
- T-Shirt
- Vest
- Windbreaker

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